



— Bulletin —  
printed edition  
June 1, 2002

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# DICKINSON COLLEGE

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Production of this bulletin is under the direction of the Office of Academic Affairs. Information given here is correct as of June 1, 2002. Revisions and current information are made regularly and may be found on the Dickinson College Web site: [www.dickinson.edu/bulletin](http://www.dickinson.edu/bulletin)

**Students entering the College in the academic year 2002-2003 should retain this printed version of the Bulletin. The degree requirements which they must fulfill are listed on page 17.** The listing of a course or program in this bulletin does not constitute a guarantee or contract that the particular course or program will be offered during a given year.

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Dickinson College is a member of the Central Pennsylvania Consortium (CPC). The other member institutions are Franklin & Marshall College and Gettysburg College.

Dickinson College is an intellectual and social community which values justice, free inquiry, diversity, and equal opportunity. It is a fundamental policy of the College to respect pluralism and to promote tolerance, civility, and mutual understanding within its community. The College does not discriminate on such bases as race, color, sex, political and religious beliefs, marital status, age, sexual orientation, national and ethnic origins, veteran's status or disability.

The principal accrediting agency for the College is the Middle States Association of College and Secondary Schools. Other agencies accrediting or recognizing Dickinson College are the University Senate of the United Methodist Church, the Pennsylvania Department of Education, and the American Chemical Society.



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June 1, 2002 printing of the BULLETIN:  
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# DICKINSON COLLEGE

CARLISLE, PENNSYLVANIA

17013-2896



The distinctive Dickinson College seal was devised and recommended by John Dickinson and Dr. Benjamin Rush at a board of trustees meeting in April 1784. Rush conceived the symbolic design: a liberty cap above a telescope, which is in turn above an open book; and Dickinson provided the motto: *Pietate et doctrina tuta libertas*. One translation is "Liberty made safe by virtue and learning." A Rush letter to Dickinson in June of 1785 refers to the College as the "bulwark of liberty, religion and learning."

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VOLUME XCI





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## THE MISSION OF DICKINSON COLLEGE

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DICKINSON COLLEGE was founded explicitly for high purposes: to prepare young people, by means of a useful education in the liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society. This is the historic mission of the College and that to which we still subscribe as we face the future.

THE AMERICAN REVOLUTION brought into being the world's first modern democracy and launched an ambitious and hopeful social and political experiment. Our founders, John Dickinson and Benjamin Rush, were themselves leading figures of the revolution and the new republic. They recognized that the success of the American experiment would depend on the power of liberal education to remake colonial society and to produce a democratic culture. With this important goal in mind, they transformed the Carlisle Grammar School (which had been founded in 1773) into an institution of higher learning: Dickinson College. The College was chartered on September 9, 1783, less than a week after the Treaty of Paris ended the Revolution and guaranteed recognition to the United States by Great Britain and the rest of the European powers.

DICKINSON COLLEGE, therefore, began life as the first college formed under the banner of the newly recognized republic and, more importantly, as a revolutionary project—dedicated to safeguarding liberty through the creation of an educated body of citizen leaders. Although the world in which we live has become more complex and multifaceted, the core mission of Dickinson College remains the same—and as vital as ever.

DICKINSON COLLEGE prepares aspiring students for engaged and fulfilling lives of accomplishment, leadership, and service to their professions, to their communities, to the nation, and to the world. Our founders intended the College to be a powerful agent of change—to advance the lot of humankind. We expect no less today.



# FACTS ABOUT THE COLLEGE

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**CHARACTER** A nationally recognized selective liberal-arts-college - private, coeducational, and residential

**HISTORY** Founded by Benjamin Rush in 1783, the first college chartered in the newly-recognized United States of America. Named to honor John Dickinson, the penman of the American Revolution and a signer of the Constitution.

**LOCATION** Carlisle, a historic town in south central Pennsylvania; part of the metropolitan region of Harrisburg, the state capital (regional population 490,000)

**ENROLLMENT** 2,172 full-time students, representing 45 states and 18 foreign countries

**FACULTY** 203 faculty members; 91% hold Ph.D.'s or the highest degree in their field

**STUDENT-FACULTY RATIO** 11:1

**AVERAGE CLASS SIZE** 15 students

**DEGREES GRANTED** Bachelor of Arts and Bachelor of Science (39 majors)

**STUDY ABROAD** Dickinson-sponsored centers and programs in twelve countries; many additional specialized options for off-campus and international study; more than half of all Dickinson students participate

**FINANCIAL AID** In 2001-2002, Dickinson awarded \$22 million in grants; 59% of students received merit or need-based awards

**RETENTION** 89% of the Class of 2004 returned for their sophomore year; 77 percent of the Class of 2002 graduated in four years

**LIBRARY** Waidner-Spahr Library has over 495,000 volumes, 4,500 periodical subscriptions (includes both paper and electronic), plus an extensive collection of government documents, microfiche, microfiche, microfilm, music recordings, and videotapes

**INFORMATION TECHNOLOGY** The campus is completely networked. Each student's room has at least one connection to the campus network per occupant. The network is connected to the Internet over a fractional T3 line. The Information Technology department supports both PCs running Microsoft Windows 98 and Windows XP, and Apple Macintosh computers running OS 9 and OS X. The college has adopted Microsoft Office as its standard office suite. The Instructional Technology department provides equipment and support for digital media, scanning, color printing, video editing, and other specialized applications.

**RESIDENTIAL FACILITIES** Dickinson offers a progressive residential life program in which students move into more independent living environments each year. Freshmen begin in socially integrated residence halls, sophomores and juniors live in transitional housing (suites), and seniors live in independent apartment-style housing. In total the College has sixty residences, including housing for students with special interests such as foreign languages, multicultural programs, the arts, and the environment.

**ATHLETICS** A member of the Centennial Conference (NCAA Division III); 11 men's and 12 women's varsity sports, plus club and intramural sports

**EXTRACURRICULAR FEATURES** More than 120 clubs and activities, including music and drama groups, student publications, fraternities and sororities, and religious, political, special-interest, and community service organizations



## STATEMENT ON DIVERSITY

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Dickinson is deeply committed to diversity. Eleven percent of our most recent incoming class are students of color. In Fall 2001, twenty-nine international students from fourteen countries were enrolled at Dickinson. Seven percent of our faculty members and five percent of our administrative and service staff are persons of color.

**Diversity in Student Life** There are eleven student groups dedicated to diversity and social justice. These include the African American Society, Amnesty International, Asian Social Interest Association, (ASIA), Hillel, House of Umoja, International Club, Latin American Club, Middle Eastern Club, Multicultural Club, Pandora (GLBT), and the Zatae Longsdorff Center for Women. In addition, the Office of Diversity and Social Justice (ODSJ) advances Dickinson's commitment to building a pluralistic community that promotes equality and integrity on the campus and in the world at large. The ODSJ also publishes *Diversity in Demand*, an educational magazine dedicated toward change. Most recently, Dickinson established the Milton B. Asbell Center for Jewish Life, which provides a central space for Jewish students to meet, socialize, celebrate the Sabbath and other Jewish holidays, take classes with visiting rabbis, and host interfaith dialogues with other religious groups on campus.

**Diversity in the Curriculum** The College's curriculum reflects a strong focus on issues of diversity defined in terms both of domestic and of global diversity. All students at Dickinson are required to take at least one course in US Cultural Diversity in order to graduate. They must also complete one course in "Comparative Civilizations" (the study of a culture other than that of the West) and become proficient in a foreign language. Dickinson's Center for Community Studies also promotes diversity through fieldwork research projects that take Dickinson students into diverse cultures and environments within and outside the United States. Among the Center's program are the American Mosaic, in which students devote an entire semester to community-oriented fieldwork, and a new Global Mosaic, which extends fieldwork abroad. Overall, more than half of the Class of 2001 studied in a foreign country during their four years at Dickinson. Dickinson's Global Education program offers students opportunities to study in Africa, Central America, and Asia as well as the traditional programs in Europe. In addition, Dickinson recently received a grant from the Freeman Foundation to establish a new professorship in Asian law and culture that will take a leadership role in advancing Asian Studies and infusing Asian and comparative materials into course work in other departments.

Dickinson also conducts special projects to enhance diversity education, particularly by exploring connections and contrasts between unity and diversity at home and abroad. For example, a \$150,000 William and Flora Hewlett Foundation grant funded a continuation of the American Mosaic and the creation of 12 freshmen seminars on aspects of identity. The Hewlett grant also funded a sophomore-level course on cross-cultural communication and a comparative senior seminar. Funded by a \$300,000 grant from the Henry Luce Foundation, Dickinson is presently conducting a three-year Diaspora and Community Studies project that brings a visiting scholar to campus for an annual residency.

**Diversity in Academic Resources** Dickinson has devoted significant academic resources to diversity. The Waidner-Spahr library boasts one of the largest private collections of Asian Studies in the country, the Norman and Margaret Jacobs Collection. The collection includes over 20,000 volumes covering China, Japan, Korea, Vietnam, Thailand, India, and other Asian countries. The library also has an East Asian Reading Room with its own dedicated computer terminal, special reading materials, and Asian artifacts. The Trout Gallery possesses a substantial collection of African Art totaling slightly more than 600 pieces. The pieces represent a wide swath of Africa including Ethiopia, the Sepik River region, the Upper Volta, Burkina Fasso, Mali, Sudan, the Ivory Coast, Angola, Tanzania, Ghana, Benin, and other countries within Africa. The collections includes various cultural materials like sculptures, textiles, baskets, pottery, masks, and archeological materials.



# ADMISSION

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## FRESHMAN AND TRANSFER STUDENTS

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Dickinson students have strong academic credentials and enthusiasm for engaging the world. They are not passive learners; they do not rest with simple answers to complex questions. They understand that a quality liberal arts education is the foundation for a lifetime of productive social engagement.

As a community, Dickinson is committed to recruiting the most socially, ethnically, and economically diverse student body possible. The College has a proud tradition as an educator of first-generation college students. Today, about 15% of Dickinson students are of the first generation in their family to attend college.

Admission to Dickinson is highly selective. Each year, the college receives over 4,000 applications for a freshman class of 575 students and about 150 applications for a transfer class of 35 students. The primary credentials for admission to Dickinson are 1) the secondary school academic record; 2) leadership and commitment in extracurricular activities; 3) the official recommendation from the secondary school guidance counselor, college adviser, headmaster or principal plus recommendations from teachers in academic subjects; 4) the application form itself, including the essay; and 5) SAT I or ACT scores, which are optional for admission but required for academic scholarships that are not need-based.

The Admissions Office believes that the best predictor for academic success in college is high grades earned in solid courses from a good secondary school. This record offers the clearest signals of high motivation, good study habits, strong self-discipline and intellectual curiosity. The admissions staff also looks at your engagement in outside activities - the talents, interests, and leadership potential you have demonstrated through school and community activities.

## STUDENTS WITH PHYSICAL AND LEARNING DISABILITIES

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Dickinson College is committed to making reasonable accommodations so that the College's programs and facilities are accessible to all students. If you have a physical or learning disability that could affect your full participation in the College's programs, contact the Coordinator of Disability Services, located in the Counseling Center at extension 1485.

The coordinator can advise you of the documentation needed to support a request for reasonable accommodations. He can also explain the process which is followed in notifying academic advisers, faculty members, and others when students ask for accommodations.

It is the student's responsibility to notify the College of any disability and accommodation requests. Even if you believe you will not need any accommodations, registering your disability with the Coordinator of Disability Services will allow reasonable accommodations to be provided without delay.

A campus visit is recommended for all prospective students, especially those with physical and learning disabilities. Prospective students needing accommodation during a campus visit are encouraged to inform the College of their needs before arriving for their visit. As part of a campus visit, students with disabilities may schedule an appointment with the Coordinator of Services for Students with Disabilities.

The student with a physical or learning disability who is thinking about applying to Dickinson College has a right and responsibility to study the College's distribution requirements from which no Dickinson student is exempted. Dickinson operates on a sincere belief that careful choice within its curriculum is better for any student than exemption. The requirements for the degree may be met in a variety of ways, making it unnecessary for students to expect exemption on the basis of disability.



## FRESHMAN ADMISSION REQUIREMENTS

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A completed application form, including the secondary school report form to be completed by the guidance counselor, college adviser, headmaster, or principal, as well as one academic teacher recommendations, must be sent to the Office of Admissions by the appropriate deadline. A non-refundable \$40 application fee is required at the time the application is submitted.

The Minimum Requirement for Entrance is the satisfactory completion of a secondary school program of at least 16 units, including four units of English, two (preferably three) units of one foreign language, three units of natural science, two units of social science, and three units of college preparatory mathematics. The remaining units should be within these academic areas. Most applicants offer more than the minimal requirements.

## STANDARDIZED TEST REQUIREMENTS

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Submission of results from the Scholastic Assessment Test (SAT I) or the American College Test (ACT) is optional for September 2003, but is required for academic scholarship consideration.

SAT II Subject Test scores are not required for admission to Dickinson, although applicants may submit these scores as additional information in support of their application. If students wish to satisfy a prerequisite requirement or place into a higher level course (such as foreign language), they should plan to take a College Board Advanced Placement Test. On the basis of this testing, or in some cases additional testing during orientation, the student will then be placed at the appropriate course level.

Subject test scores submitted prior to the evaluation of a person's application may support the application in cases where strong achievement potential is suggested, but in no case will these test results adversely affect the final decision on the application.

## INTERNATIONAL STUDENT ADMISSION

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Dickinson College encourages those international students to apply for admission who have successfully completed their secondary school requirements and whose knowledge of the English language (as indicated by their scores on the TOEFL examination the Test of English as a Foreign Language, or the ELPT the English Language Proficiency Test) is of sufficient quality to demonstrate capability in pursuing a collegiate program. For international students a score of 213 is required, and a score of 250 is preferred, on the TOEFL computer-based exam.

The College maintains a small international student financial aid budget to assist international students who wish to study as four-year degree candidates. Prospective international students whose families can cover part but not all of the full costs of attending Dickinson will be eligible to compete for these limited funds.

International students are strongly encouraged to submit their SAT I scores of 1300 or higher in order to compete for academic scholarships. For more information on international admission, please visit [www.dickinson.edu/admit/international.html](http://www.dickinson.edu/admit/international.html).

## ADVANCED CREDIT

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**Advanced Placement Program** A student who achieves a score of 4 or 5 on a College Board Advanced Placement Test will be granted credit for college work in the appropriate department and will receive placement at the discretion of the department. A student who achieves a score of 3 on the Advanced Placement Test may receive, at the discretion of the appropriate department, credit and/or placement.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will normally satisfy a prerequisite require-



ment in that department for advanced work. The repetition of a course previously received as a credit in transfer or as a placement credit will result in the loss of credit for that course.

**Other Credit** Incoming freshmen should contact the registrar regarding the transferability of completed or proposed college credit. College-level course work (other than A.P.) taken while in high school will be evaluated according to the following criteria: (1) must be listed on an official transcript of an accredited institution; (2) must be a minimum of 3 credit hours; (3) must indicate a grade of "C" or better (2.0 on a 4.0 scale); (4) must have liberal arts content; (5) must be offered in a setting which allows for interaction between student and instructor (i.e., no credit will be awarded for correspondence or one-way video courses).

**International Baccalaureate Diploma Course Credit** Students will be granted general college credit for higher level IB courses in which they achieve grades of 5 or better. Students who have achieved a grade of 5 or higher on standard level IB courses will receive placement or credit in the appropriate departments at the discretion of the departments. Students must contact department chairs during freshman orientation for further information.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will normally serve as the prerequisite to advanced work in the department.

## INTERVIEW & INFORMATION SESSION

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A visit to the campus for an interview or group information session is helpful to prospective students in gaining a clearer understanding of life and study at Dickinson.

Campus tours are offered most weekdays between 9:00 a.m. and 3:00 p.m. Please call ahead and let us know the day you plan to visit. Interviews are not required, but highly recommended for students considering application. Interviews can be scheduled from 9:15 a.m. to 3:30 p.m. weekdays from April through January and typically last 45 minutes. Group information sessions are offered year round, Monday through Friday at 2:00 p.m. Saturday information sessions are available from August to mid-December and April through mid-May at 10:00 a.m.

Appointments can be scheduled by calling the Office of Admissions at 717-245-1231 or 800-644-1773 or emailing [visitus@dickinson.edu](mailto:visitus@dickinson.edu).

## EARLY DECISION PLAN

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The College actively encourages early decision applications from students for whom Dickinson is clearly their first-choice college.

Students may apply for early decision admission and financial aid by November 15 (round 1) or January 15 (round 2). Decisions for completed applications will be sent in mid-December and mid-February respectively.

Early decision is a service to realistic candidates because:

1. Due to the small size of the applicant pool, candidates are evaluated based on their own merits rather than in competition with other applicants.
2. The candidates learn early in their college planning if they have been admitted to the college of their choice.
3. Applicants not accepted may be reconsidered on an equal basis with regular applicants for admission and may ultimately be accepted for admission. However, the review committee reserves the right to inform a student that he or she is not admissible if it is determined that additional information from the senior year would not affect a final decision.



4. Accepted early decision candidates who file the PROFILE financial aid application by the admission deadline are guaranteed financial aid in the amount of their need as computed by Dickinson College. Standard financial aid packages, including grant, loan, and job components, are awarded. Occasionally a parent loan is included to help meet need.
5. Any Dickinson grant awarded in ED is guaranteed to at least remain constant for four years. It will not decrease in light of changing family financial characteristics. Details are outlined in the financial aid brochure.

In addition to fulfilling the regular requirements for admission, early decision candidates must submit the Early Decision Agreement Form which is enclosed with the application packet and an Early Decision essay.

The obligation of the accepted early decision candidate to Dickinson is to withdraw all other college applications and to submit the non-refundable \$500 enrollment deposit, which is applied to the first semester tuition charges, within three weeks of the notification of admission.

Early decision candidates seeking financial assistance should correspond directly with either the Office of Admissions or the Office of Financial Aid.

### THE EARLY ACTION PLAN

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Students who are not quite ready to commit to Early Decision may apply through the Early Action Plan. This provides a non-binding early response to the application for admission. Notice that the deadline for filing both applications for admission and financial aid (PROFILE) is early-December 15. Candidates will be notified of the College's decision by late January and must respond to this offer by May 1.

### EARLY ADMISSION

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A student who plans to leave secondary school prior to graduation, often a year in advance, is considered to be an early admission candidate. Such students usually have performed very well academically and have exhausted the highest level course offerings of their schools.

Applications for early admission are reviewed on an individual basis, taking into consideration maturity and readiness to participate in a residential college as well as academic ability. An early admission applicant is required to have a personal interview and must have the written recommendation and approval of the secondary school counselor.

### DEFERRED ADMISSION

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Some accepted students may wish to defer the start of their college experience until they have pursued an alternate activity for a year or two. A written request which explains why the student wishes to defer admission and also which describes the alternate activity is required. Normally, experiences which enhance a student's educational background such as overseas travel, work, or study are approved. All deferral requests are reviewed by the Director of Admissions on an individual basis. In order to reserve a place in the class for the following year, a student request for deferral must be accompanied by a non-refundable \$500 enrollment deposit.

### COMMON APPLICATION

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Dickinson College, along with a select number of colleges in the United States, is a member of the Common Application. A student who completes the Common Application may submit that form to any participating college. Dickinson uses the Common Application as our own application. An electronic version of the Common Application which can be downloaded, printed and mailed, or submitted electronically, is available at [www.commonapp.org](http://www.commonapp.org). Students must also submit a completed Supplemental Form, which is included in the Dickinson application packet. The form can also be downloaded from the admissions Web site at [www.dickinson.edu](http://www.dickinson.edu).



## ENROLLMENT DEPOSIT

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In order to assure his or her enrollment at Dickinson College, an accepted candidate is required to submit a non-refundable \$500 enrollment deposit by the appropriate deadline. The enrollment deposit is applied automatically toward the first semester tuition charges.

## TRANSFER ADMISSION REQUIREMENTS

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Dickinson College welcomes qualified applicants with previous academic work at other accredited college-level institutions. An applicant normally will be considered for transfer admission if the person has been enrolled elsewhere as a degree candidate for the equivalent of at least two semesters prior to the term of desired enrollment at Dickinson. As a matter of definition, a candidate will be considered for transfer admission if he or she **IS ENROLLED OR HAS BEEN** enrolled at another institution as a full-time, degree-seeking student. Dickinson has formal transfer articulation agreements with several community colleges. Contact the Office of Admissions for more details at 717-245-1231.

The primary factors in the admission of transfers, in addition to those required of freshman applicants, are the college transcript, the reasons for transfer, and evidence of good academic and non-academic standing (as indicated by the Dean's Report Form or similar official statement), and one recommendation from a professor.

Previous academic work which has been satisfactorily completed with a grade of C or better (2.0 or above on a 4.0 scale) in a program of study that reasonably parallels the curriculum of Dickinson College will be evaluated for credit. Normally, the course requirement for graduation (32 courses) will be reduced proportionately for every academic year of full-time study at other accredited institutions. Part-time course work, summer study, and unusual circumstances will be evaluated on an individual basis.

Final determination of credit and the satisfaction of distribution and language requirements will be made by the Registrar. Among the academic regulations applicable to all students and of particular note to transfer applicants is the graduation requirement that at least 16 courses be taken on campus, the last 12 of which must be taken while the student is matriculated with an approved major field of concentration.

Dickinson College sponsors a scholarship, valued at \$12,000 per year for community college graduates in good standing in Phi Theta Kappa. Contact the Admissions office for more information.

## DICKINSON VOLUNTEER NETWORK

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The Dickinson Volunteer Network is composed of alumni, parents, students, faculty and staff representing the College both on and off campus. Members are important sources of information for prospective students, parents, and high schools in their home areas, serving as both recruiters and advocates in the admission process. Volunteers are also charged with scouting for new talent for future classes of Dickinsonians.

Please feel free to contact the Dickinson Volunteer Network ([dvn@dickinson.edu](mailto:dvn@dickinson.edu)) or the Office of Admissions ([admit@dickinson.edu](mailto:admit@dickinson.edu), 717-245-1231, or 800-644-1773) for details.

## DICKINSON GUEST STUDENT PROGRAM

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Dickinson College welcomes qualified applicants who wish to study on a full-time, non-degree status for either one or two successive terms "in absentia" from their present colleges. This program is specifically designed for those students who wish to participate in the high-quality academic and co-curricular life of a small college community.

Application deadlines are December 1 for spring term admission consideration and August 1 for fall term admission consideration. Applicants are notified of the admission decisions on their applications on a



rolling basis as the applications become complete. A non-refundable \$500 deposit is required from accepted applicants and is applied toward the first semester tuition charges.

Under special circumstances, qualified guest students may study on a part-time basis for a semester or a year. These students are placed in regular Dickinson courses on a space available basis.

For further details regarding the Guest Student Program, please write to the Director of Admissions.

### PART-TIME STUDENTS WORKING TOWARD A DEGREE

Dickinson College is a traditional, residential liberal arts college and all students working toward a degree are expected to study full time. In cases where an adult student wishes to pursue a degree, part time permission may be granted by the Director of Admissions. All prospective students applying to Dickinson for a degree program must do so through the Office of Admissions ([admit@dickinson.edu](mailto:admit@dickinson.edu), 717-245-1231, or 800-644-1773). Tuition per course will be pro-rated at the full-time tuition charge for those granted part-time status, whether initially admitted into a degree program or admitted conditionally for a maximum of four courses. Students who are admitted and who enroll in at least two courses per semester may be eligible for federal financial aid. Contact the Financial Aid Office for more information ([finaid@dickinson.edu](mailto:finaid@dickinson.edu), 717-245-1308, TTY: 717-245-1134 or Fax: 717-245-1972).

### CONTINUING EDUCATION

Adult students wishing to pursue courses at the college for personal enrichment, and who do not want these courses to count toward a degree at Dickinson College, may apply for permission to take a course and register through the Office of Continuing Education. Courses may be taken for credit or non-credit (audit). Tuition for credit course will be \$1500 per course for the 2002-2003 academic year. For non-credit courses taken on an audited basis, tuition will be \$750 per course. Continuing Education students do have access to the library but do not have access to the Athletic Center and may not participate in student organizations. Contact the Office of Continuing Education ([summer@dickinson.edu](mailto:summer@dickinson.edu), 717-245-1325 or 717-245-1375).

### HIGH SCHOOL ENRICHMENT PROGRAM

Upon the recommendation of their guidance counselors, promising high school students may elect to enroll in up to two courses per semester at Dickinson on a space available basis. Information and assistance is provided by calling 717-245-1375.



# FINANCIAL INFORMATION

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## EXPENSES

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The price of education is of concern to students, their families, and to colleges. Dickinson has been pleased to hold the price charged to a student for tuition, room, board and fees to about 20 percent below the actual cost of that student's education. Gifts, grants, alumni contributions, bequests, and income from summer conferences supplement payments from families to cover a Dickinson education.

Financial aid is available to many students. The College is aggressive in seeking financial aid for those who have valid needs. Financial aid comes from endowment and other college sources and from outside agencies. Further, because certain federal and state programs are broadly available, it is recommended that all prospective students and their families read the section dealing with financial aid at:

[www.dickinson.edu/finaid/](http://www.dickinson.edu/finaid/)

## FEE STRUCTURE

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Basic expenses charged to students fall into the following categories:

**Tuition** The tuition fee applies to students enrolled in three or more courses per semester; students enrolled in fewer than three courses are billed on a per-course basis.

**Resident Fee** The resident fee includes room and board.

**Student Activities Fee** The student activities fee supports a wide range of social and cultural activities administered by student officers elected by the student body.

**Other Charges** Certain activities chosen by students carry additional fees, such as private music lessons and purchases made in the College Bookstore and Dining Services.

**Student Health Insurance** Dickinson College is committed to providing and supporting a full and rich academic and social environment for students. In order for the student to fully participate, free from illness, injury or unexpected and potentially overwhelming medical expenses, the College requires that all students have health insurance provided through the College at a reasonable premium. A student who has similar or greater coverage under a parent's medical policy is eligible for a waiver from this requirement. Students who hold citizenship from countries other than the United States are required to have the College-sponsored health insurance policy. Specific cost information and access to the waiver form are available on the Dickinson College Web site at [www.dickinson.edu/departments/stuaccts/stuhlth.html](http://www.dickinson.edu/departments/stuaccts/stuhlth.html)

## PAYMENT PROCEDURES AND REGULATIONS

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**Payment Policy** An itemized statement of fees and charges is mailed approximately seven weeks prior to the beginning of each semester. Payment is due and must be paid in full 14 days prior to the beginning of classes. Accounts not settled by the due date will be subject to a late payment fee of \$50 and a one and one-half percent per month interest charge on the unpaid balance and could result in cancelled registration.

Bookstore and other miscellaneous consumer charges will be billed on a monthly basis and are due upon receipt. Balances not paid in full within 30 days will be subject to a one and one-half percent per month interest charge on the unpaid balance.

Whether or not the student is currently enrolled, an official transcript of a student's records will not be released if any of the student's accounts, including education loans issued by or through or upon approval of the College, is in arrears.



**Payment Plans** Many families elect to put all or part of a year's charges for attendance into regular, monthly payments spread over the entire school year. Such plans help families manage college expenses by putting them into a regular, monthly household budgeting system. Information on these plans is available from the Student Accounts Office at [www.dickinson.edu/stuaccts](http://www.dickinson.edu/stuaccts) or from the Financial Aid Office at [www.dickinson.edu/finaid/aidtypes.html](http://www.dickinson.edu/finaid/aidtypes.html)

A variety of other financing options is available to those who wish to spread the charges for a Dickinson education over more than four years. To help our families, Dickinson has created DMPL, the Dickinson Manageable PLUS Loan Program (a combined program with the federal Parent Loan for Undergraduate Students - PLUS). This program permits parents to borrow up to the total annual price of attendance at Dickinson, less any other financial aid. Low federal interest rates make this a particularly attractive alternative for financing a student's education. Information is available through the College's Financial Aid Office or at [www.dickinson.edu/finaid/](http://www.dickinson.edu/finaid/).

**Tuition Prepayment Plan** Dickinson College offers a prepayment plan for a minimum period of two years. A student may prepay tuition charges at the prevailing rate for the following semester multiplied by the number of semesters to be prepaid. (minimum of 4, maximum of 8) This plan guarantees savings by protecting a student from future increases in the price of tuition. The Tuition Prepayment Plan covers tuition only; room, board, and other fees cannot be prepaid and will be invoiced according to the normal fall/spring semester billing cycle(s).

Additional information may be obtained by contacting David S. Walker, Associate VP and Comptroller by telephone at 717-245-1383, or via e-mail at [walkerd@dickinson.edu](mailto:walkerd@dickinson.edu).

**Dickinson College Refund Policy** The Dickinson College Refund Policy applies to all students attending the Carlisle campus who withdraw, are dismissed, or take a leave of absence from the College after the start of classes. A separate policy applies to those who are attending sites approved through the Office of Global Education. Please see the General Orientation Handbook for Study Abroad, available in the Global Education Office.

A student's date of withdrawal is determined by either:

- 1) The date the student begins the withdrawal process by contacting the appropriate Class Dean, or
- 2) The date the student is officially dismissed from the College, or
- 3) If the student leaves without notifying the institution, the mid-point of the semester or the student's last documented attendance at an academically-related activity, whichever is later.

Refunds of all institutional charges for tuition, required fees, room and board will be determined on a daily pro-rata basis until 60% of the semester has been completed. No refunds will be calculated after 60% of the semester has elapsed. Weekends are included in counted days, except when part of a scheduled period of non-attendance of five days or more, such as spring break.

For example, if a semester includes 110 days from the first day of classes through the last day of final exams and a student withdraws on the 50th day, Dickinson will retain 45.4% (rounded to the nearest tenth of a percent) of charges for tuition, fees, room and board. The complementary percentage (refund percentage), 54.6%, would be refunded to the student and/or the financial aid programs that have paid a portion of the student's costs.

A student who withdraws prior to the beginning of the first day of classes will receive a 100% refund, except for the non-refundable enrollment deposit. Refund calculations for all flexible meal plan options will be based on the actual meals, points and declining balance used by the student. Any outstanding student account balance will be deducted from the refund prior to payment.

For students receiving financial aid, the following rules will apply:

- 1) Funds will be returned to financial aid programs before any funds are returned to the student.



- 2) Return of Title IV (Federal) Funds: Funds received from the Federal financial aid programs will be aggregated and refunded to the programs using the same percentage as calculated above. After 60% of the semester has been completed, federal financial aid funds are viewed as "earned" in their entirety, and no refund will be made. Funds will be returned in the order prescribed by the US Department of Education: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, then other federal assistance.
- 3) Grant/Scholarship aid from Dickinson will be refunded to the source from which it came using the calculated refund percentage.
- 4) State Grants will be refunded in accordance with the guidelines of the appropriate state grant agency.
- 5) Outstanding balances due to the College will be deducted from any refund due to the student.

If the student's bill has not been paid in full or if there are new charges on the student's account, the refund to the student may not fully cover the charges. In this instance, the student may continue to have an outstanding balance owed to Dickinson, and will not receive a cash refund.

## FINANCIAL AID AND SCHOLARSHIPS

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Dickinson continues to seek new ways to help families and students manage the costs of education. The College's endowment includes specially earmarked funds for financial assistance; some general endowment funds are also set aside for this purpose. Each year, federal and state funds are allocated to the College for awards to eligible students. In some cases, gifts and grants from corporations and foundations provide help. In addition, some families find that employers and other near-to-home sources can provide assistance.

Most grant assistance from Dickinson is based upon documented financial need according to the financial need analysis system of the College Scholarship Service using the CSS PROFILE form as the application. Freshmen filing deadlines parallel the admissions deadlines. A "package" of financial aid is developed for each recipient, and may include scholarships, grants, loans for students, loans for parents, or on-campus work opportunities. Prior to April 15, families must also complete the Free Application for Federal Student Aid (FAFSA) in order to be considered for federal grants, loans and work/study.

Students must reapply for need-based aid each year. In order to receive financial aid a student must maintain satisfactory academic progress, apply on time, and continue to demonstrate financial need. Continuing students must file the Renewal FAFSA and the Renewal PROFILE by April 15; parent and student tax returns must be mailed to the Financial Aid Office by May 1. Students whose family circumstances have changed significantly and who wish to be considered for additional institutional grant assistance should also submit the PROFILE by April 15. Our FAFSA Code Number is 2186; the code number for the CSS PROFILE is 003253.

In some cases, the College may need additional information in order to determine eligibility for institutional grant assistance. In the case of divorced or separated parents, the Divorced/Separated Parent's Statement should be completed by the non-custodial parent. Families that own businesses or farms should complete the Business/Farm Supplement.

Students may apply on-line or obtain the above two forms on-line via Dickinson's home page ([www.dickinson.edu](http://www.dickinson.edu)).

Eligibility for Dickinson Grant assistance will be determined using the family contribution calculated according to the CSS PROFILE analysis. This determination of financial need differs from the FAFSA analysis done by the federal government to determine eligibility for federal aid.

Detailed financial aid information is provided to financial aid recipients each year.



In addition to need-based aid (or as a part of a package if a student has a demonstrated financial need), Dickinson is pleased to offer academic scholarships to the top candidates for freshman admission. The John Dickinson and Benjamin Rush Scholarships were developed to recognize exemplary academic performance and leadership achievement. Freshmen applicants must score 1300 or higher on the SATs and rank in the top 5% (for the \$15,000 John Dickinson Scholarship) or top 10% (for the \$12,000 Benjamin Rush Scholarship) of their high school class in order to be considered for these scholarships. Other benefits for scholarship winners can be found at [www.dickinson.edu/finaid](http://www.dickinson.edu/finaid).

### TYPES OF FINANCIAL AID

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A financial aid recipient may be granted one or more forms of assistance. Students receiving grants are usually also given loans and campus employment as part of their “package.” For more details, read the Dickinson College Financial Aid Brochure.

**Scholarships** These awards are designed to recognize the exemplary academic performance of students.

**Grants** Grants (outright gifts) may be made from the College’s own endowment, from state or federal sources, or from outside agency funds.

**Campus employment** Most students receiving assistance are offered campus employment of up to 12 hours per week in exchange for wages which help defray expenses. Campus jobs are provided using funds from the Federal Work-Study Program or in some cases from Dickinson’s own funds.

**Loans** Several low-interest loan programs are available to students who demonstrate financial need. The Federal Stafford Loan and the Federal Perkins Loan, available from the College, feature a federal interest subsidy and the delay of repayment until after the student finishes school. Deferments are available for graduate study and a variety of other reasons. Similarly, the Abe and Cora Hurwitz Student Loan Program is a low-interest Dickinson College Loan offered to students based on financial need and academic achievement.

**Summer employment** Students are normally expected to obtain summer jobs and to apply those earnings toward the costs of education.

**Outside Scholarships** Any student receiving financial aid who also receives scholarships, loans, tuition remission, or support from a source other than the College, must report the additional aid to the Dickinson financial aid office. Such assistance can impact the student’s eligibility for assistance from federal and institutional resources. The total amount of assistance received by federal aid recipients cannot exceed need as computed by federally approved methodology. The College will attempt to reduce or eliminate self-help (loans or work) before reducing grant aid.



# REQUIREMENTS FOR THE DEGREE

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## FOR STUDENTS MATRICULATING FALL 2002 THROUGH SPRING 2004

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The general degree requirements introduce students to the special nature of inquiry in each of the three major divisions of learning (the arts & humanities, the social sciences, and the laboratory sciences), to a variety of cultural and intellectual perspectives, and to the place of physical activity in their lives. The requirement for a major concentration of study in one area ensures that each student engages in complex levels of intellectual examination and inquiry.

It is the responsibility of the student to choose and satisfactorily complete courses that fulfill the requirements for graduation. The general course requirements are described below. The specific requirements for each major are listed in the sections describing the courses of study. A single course may be used to fulfill multiple general degree requirements, distribution requirements, cross cultural requirements and major requirements, except as restricted below.

All students must pass 32 courses with a cumulative average of 2.0. A student must complete a minimum of 16 courses on campus; twelve courses must be completed on campus after the student has matriculated and has declared a major. The final four courses or six of the last eight courses immediately preceding graduation must be completed on campus. To be considered "on campus" a student must be registered for a numbered course at Dickinson and must be physically on the Dickinson campus for this course work.

### GENERAL REQUIREMENTS FOR THE DEGREE:

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**1. Freshman seminars** One of the courses each entering freshman must take during the fall semester is a seminar that addresses particular problems or topics growing out of the liberal arts curriculum and often drawing from more than one disciplinary perspective. These seminars serve to introduce freshmen to the intellectual life of the College by encouraging them to participate actively in small group discussions and by setting standards for their writing and research that will enable them to become full members of the academic community. This course may not be used to fulfill any other graduation requirement.

**2. Writing Intensive Course** A Writing Intensive Course is a regular academic course designed to integrate the teaching of writing with the teaching of subject matter. Courses with the "W" designation are offered across the curriculum and may overlap with any other requirement for the degree. The major goals of any "W" course include the practice of selected general forms of academic writing or the introduction of specific forms of writing common to the discipline or interdiscipline of the course. The course approaches writing as a process of planning, drafting, revising, and editing, and it encourages students to read assertively for content, forms, and conventions of the text and for rhetorical concerns such as author's purpose, audience, and context. Since this course works to reinforce and develop the general writing skills introduced in the Freshman Seminar, it is most often offered at the 200 or 300 level, and should not normally be taken concurrently with the Freshman Seminar. A single course that fulfills this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

**3. Quantitative Reasoning Course** A Quantitative Reasoning Course is a regular academic course designed to provide a solid foundation for the interpretation and critical understanding of the world through numbers, logic, or deductive and analytical reasoning. Both words are carefully chosen: "quantitative" suggests having to do with numbers and relations and logic, while "reasoning" refers to the creation and interpretation of arguments. Courses that focus on the analysis of and drawing of inductive inferences from quantitative data as well as courses that concentrate on the formulation of deductive and analytical arguments can satisfy this requirement. "QR" courses can be offered from any department at the College. A single course that fulfills this requirement and other requirements may be used for each requirement (unless the other requirement is Division III, Lab Science), but counts as only one of the 32 required for graduation.



Each semester courses meeting the Writing Intensive and Quantitative Reasoning requirements are listed with the course offerings on the registrar's office web page.

**4. Community Experience** The college was founded with the goal of educating citizen-scholars, graduates whose education is connected to life beyond the classroom and campus. The Community Experience embodies this ideal by requiring students to engage in one extended educational experience off-campus in Carlisle, the U.S., or world beyond. A credit internship, community-oriented field study course, study abroad or (with approval) elsewhere in the U.S., or an approved service project meet the requirement.

A single course that fulfills this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

**5. Distribution Courses** Distribution requirements engage students in the full breadth of liberal learning as represented by three fundamental branches of the academic curriculum the Arts and Humanities, Social Sciences, and Laboratory Science. Arts and Humanities help us interpret the human experience through artistic and conceptual self-expression and through critical reflection. Social sciences seek to describe, analyze, and interpret the ways in which people interact within and among the societies they have created. Laboratory science aims at understanding the character of the natural order through investigation of the basic structures and regularities in the planet Earth and universe.

A single course may be used to fulfill the distribution requirement in only one division. A single course that fulfills a distribution requirement and other general and/or cross-cultural requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

*Division I: Arts and Humanities* (2 courses) Students must select two courses from two of the following three areas:

- a. philosophy or religion; or Environmental Studies 111, East Asian Studies 205 or Women's Studies 101, depending upon topic.
- b. literature in Chinese, English, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish; or Women's Studies 101, depending upon topic.
- c. art & art history or classical archaeology, music, theatre, dance, Film Studies 101 or another film studies course (exclusive of history or media) and depending on topic, or East Asian Studies 205, depending on topic.

*Division II: Social Sciences* (2 courses) Students must select two courses, each from a different area or department within the social sciences. Those areas or departments are American Studies, anthropology, economics, education, history (or classical history), political science, psychology, sociology, and Women's Studies 102 or 200, or East Asian Studies 206.

*Division III: Laboratory Science* (2 courses) Two courses which may be from the same department: biology, chemistry, computer science, environmental science, geology, physical science, physics, or astronomy.

**6. Cross-cultural studies** The College requires three different types of course work to familiarize students with the ways in which the diversity of human cultures has shaped our world. These courses seek to prepare students to be effective citizens in an interdependent world and to be aware of the breadth of voices, perspectives, experiences, values, and cultures that constitute the rich tapestry of U.S. life and history.

*Languages* All students are required to demonstrate that they have completed work in a foreign language through the intermediate level. If the student's native tongue is not English, he or she may be excused from this requirement by the Dean of the College, who will give written notification to the Registrar's Office who will notify the student and the student's adviser. If the student has studied a language for two or more years in a secondary school, the student may be excused from the language requirement on the basis of a sufficiently high score on the College Board SAT II foreign language subject test in the language, with the permission of the appropriate language department. Intermediate language courses do not fulfill any other general or distribution requirements at the college.



*U.S. Diversity* To prepare students to function effectively in civic life and to help them gain a broader understanding of the commonalities and differences among cultures and values in the context of the making of American society, the College requires one course with a focus on U.S. diversity. U.S. diversity is a comparative course that focuses on the history of cultures based on race/ethnicity, gender, class, religion and sexual orientation. A single course that fulfills this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

*Comparative Civilizations* To deepen students' understanding of the diversity in cultures by introducing them to traditions other than those that have shaped the modern West, the College requires one course with a focus on the comparative study of civilizations. A single course which is designated as fulfilling this and other requirements may be used to fulfill each requirement, but counts as only one of the 32 required for graduation.

Each semester courses meeting the U.S. Diversity and Comparative Civilizations requirements are listed with the course offerings on the registrar's office Web page.

**7. Physical education activities** Satisfactory completion of four half-semester blocks of physical education is required: four fitness activity blocks or three fitness activity blocks and one cognitive physical education block. Participants in intercollegiate sports and ROTC may receive a maximum of two fitness blocks for these activities. Selected sports club activities may also receive a maximum of two fitness blocks. Transfer students with junior standing with no physical education course work need to take only two blocks of physical education. Persons who enter Dickinson after at least two years of active military service will be awarded two fitness blocks toward the requirement. Physical education blocks carry no academic credit.

Every student must complete the physical education requirement unless excused in writing by the Chairperson of the Physical Education Department. Students are expected to have completed the physical education requirement by the end of the first semester of their senior year.

**8. Major** Students should select a field of concentration from among those departments offering major fields of study (see Courses of Study, page 21 or should, by working with a faculty committee, design their own major field of study (see the Self-Developed Interdisciplinary Major, page 174). Majors consist of nine to 15 courses.

The major is normally selected during the spring of the student's sophomore year. The departments determine the student's acceptance as a major upon the basis of stated criteria. The department assigns the accepted student to an adviser, using the student's preference as one of the bases for assignment. A student must be accepted for a major field of concentration by the time he or she earns junior standing. A student who does not have a declaration of a major on file in the Registrar's Office by the end of the semester in which the sixteenth course (counting towards the degree) is completed may be required to withdraw from the College.

The student may also elect a minor field of study which usually consists of six courses of academic work specified by the department offering the minor. If a student completes a minor in one or more fields of concentration, this fact will be noted on the permanent record when the Degree is posted.

If a student intends to major in more than one department, approval must be secured from each department. This student must develop a program in consultation with both departments, and therefore must be advised jointly by a member from each department and must secure approval of both advisers. The same course may be counted for more than one major except for courses under the self-developed major program.

Students who wish at any time to change a major must be accepted by the new department in accordance with normal procedures for declaring a major.



## ACADEMIC HONORS

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**Latin Honors** A student in any field who attains an average of at least 3.80 in the total program at Dickinson College shall be awarded the degree *summa cum laude*. A student who attains an average of at least 3.60 but less than 3.80 in the total program at Dickinson College shall be awarded the degree *magna cum laude*. A student who attains an average of at least 3.40 but less than 3.60 in the total program at Dickinson College shall be awarded the degree *cum laude*.

### Academic Honorary Societies:

The Pennsylvania Alpha chapter of Phi Beta Kappa was established at Dickinson College on April 13, 1887. Election to membership is the highest academic honor available to a Dickinson student. To be considered, a student must first satisfy specific criteria (GPA, total number of courses, number of Dickinson graded courses) set for each of the three elections held annually. For each class, the number of students considered does not exceed 10 percent of the total number graduating in the class. Student members are elected primarily on the basis of academic achievement, broad cultural interests, and good character.

Alpha Lambda Delta, chartered at Dickinson in 1989, is a national academic honor society for students who have high academic achievement during their freshman year in college. Additionally there are fourteen honor societies recognizing achievement in a specific field of study.

Alpha Omicron Delta (Athletics), Alpha Psi Omega (Drama), Eta Sigma Phi (Classics), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Pi Delta Phi (French), Pi Mu Epsilon (Mathematics), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Beta Delta (International Honor Society in Business Management & Administration), Sigma Delta Pi (Spanish), Sigma Iota Rho (International Studies), Sigma Pi Sigma (Physics), Upsilon Delta Phi (Computer Science).

See Dean's List, page 197

See Honors in the Major, page 173 and individual department majors.



# COURSES OF STUDY

Students may elect either of two broad approaches to the curriculum: the Bachelor of Arts or the Bachelor of Science. General graduation requirements are the same in either case, but only students with a major in one of the natural or mathematical sciences may be a candidate for the Bachelor of Science. Students also study in some depth at least one disciplined approach to knowledge. Dickinson students, therefore, develop a concentration in a major. The arts and humanities provide 11 such concentrations; in the social sciences there are six concentrations; the natural and mathematical sciences provide six. These 23 disciplinary majors represent the basic academic disciplines that outline the liberal arts. They are complemented by 16 interdisciplinary majors, and interdisciplinary certification programs, as well as the secondary education certificate.

*Boldface type indicates that a major field of concentration is offered. Asterisk indicates a certificate program.*

<b>American Studies</b>	Internships
<b>Anthropology</b>	Italian
<b>Archaeology</b>	<b>Italian Studies</b>
<b>Art &amp; Art History</b>	Japanese
<b>Astronomy</b>	<b>Judaic Studies</b>
<b>Biochemistry &amp; Molecular Biology</b>	Latin
<b>Biology</b>	Latin American Studies*
<b>Chemistry</b>	Law & Public Service*
<b>Chinese</b>	<b>Mathematics</b>
<b>Classical Studies</b>	<b>Medieval &amp; Early Modern Studies</b>
<b>Comparative Civilizations</b>	Military Science
<b>Computer Science</b>	<b>Music</b>
<b>Creative Writing</b>	<b>Philosophy</b>
<b>Dance &amp; Music</b>	Physical Education
<b>East Asian Studies</b>	<b>Physics</b>
<b>Economics</b>	<b>Policy Studies</b>
<b>Education*</b>	<b>Political Science</b>
<b>English</b>	Portuguese
<b>Environmental Science</b>	Pre-engineering
<b>Environmental Studies</b>	Pre-health
<b>Film Studies</b>	Pre-law
<b>French</b>	Pre-masters of business administration
<b>Freshman Seminars</b>	<b>Psychology</b>
<b>Geology</b>	Public Speaking
<b>German</b>	<b>Religion</b>
<b>Global Mosaic</b>	Russian
<b>Greek</b>	<b>Russian Area Studies</b>
<b>Hebrew</b>	Science, Technology, & Culture
<b>History</b>	<b>Sociology</b>
<b>Humanities</b>	<b>Spanish</b>
<b>Interdisciplinary Studies</b>	<b>Theatre Arts</b>
<b>International Business &amp; Management</b>	<b>Theatrical Design</b>
<b>International Studies</b>	<b>Women's Studies</b>

**Explanation of coding for course descriptions:** when two course numbers, followed by a single description, are separated by a comma, either course may be taken without the other, although the two are normally taken together as a one-year course. When two course numbers, followed by a single description, are separated by a comma, and preceded by an asterisk, the first course may be taken without the second, although the two are normally taken together as a one-year course. The first course, however, is a prerequisite for the second.



## AMERICAN STUDIES

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### FACULTY

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Lonna Malmsheimer, Professor of American Studies

Charles A. Barone, Professor of Economics

Sharon O'Brien, James Hope Caldwell Professor of American Culture and Professor of English and American Studies, Chair

Robert P. Winston, Professor of English

Kim Lacy Rogers, Professor of History

Amy E. Farrell, Associate Professor of American Studies and Women's Studies

Tyra L. Seldon, Assistant Professor of English and American Studies

Cotten Seiler, Assistant Professor of American Studies

### CONTRIBUTING FACULTY

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Sharon Hirsh, Charles A. Dana Professor of Art History

Richard A. Rischar, Assistant Professor of Music

Susan Rose, Professor of Sociology

J. Daniel Schubert, Associate Professor of Sociology

### MAJOR

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Thirteen courses. The following six courses are required of all majors:

American Studies 201

American Studies 202

American Studies 401

American Studies 402 or American Studies 403

History 117 & History 118

In addition, the major has the following requirements that allow students to work in other social science and humanities disciplines:

*Social Structure and Institutions:* one course. Courses in this category address material or institutional components of experience in the United States. Students may take courses that focus on social institutions such as race, class, gender, the family; courses addressing political institutions and processes; courses analyzing economic systems and structures in the United States. The student's adviser in the major typically approves courses from the following departments to fill this requirement: American Studies, Anthropology, Economics, Environmental Studies, History, Political Science, and Sociology.

*Representation:* two courses, one (upper level) in American literature. The requirement in representation directs students toward courses that focus on the construction and dissemination of cultural meanings. In addition to the course in American literature, students typically take courses that analyze the mass media, films, photography, music, popular culture, or art. The Departments of American Studies, Anthropology, Art and Art History, English, Music, Political Science, Philosophy, Religion, Theatre and Dance, and Women's Studies typically offer courses that fulfill this requirement.

*Fieldwork:* One course from the following: American Studies 302, History 311 (Oral History), Anthropology/Sociology 240 (Qualitative Methods)

*Thematic Concentration:* three courses. In consultation with their adviser, all American Studies majors develop an area of concentration in some aspect of American culture. Thematic choices made by students have included: mass media, gender, religion, health, the environment, law and culture, race, the arts, popular culture, the family. The choice of thematic depends on the student's intellectual interests, and may also be a way to prepare for the after-Dickinson world. Students draw on courses from a variety of departments



to develop their thematic, and to ensure a variety of approaches they must have at least two departments represented among their three courses.

## MINOR

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Seven courses in American Studies 201, 202, 301 or 302, 401; 3 courses in a thematic concentration.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 101 or 201; American History 117, 118; perhaps, 202.

Second Year: 202 and courses which fulfill the "structures and institutions" or "representation" requirements of the major.

Third Year: Field Work and the thematic. If the student is studying abroad, AS 202 needs to be completed before leaving, and careful planning with the adviser is recommended for the coursework to be taken abroad.

Fourth Year: 401; 402 and any remaining courses to fulfill the major.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Independent study or research is appropriate when a student is seeking to explore a topic in an interdisciplinary way. Students interested in independent study should see the American Studies Chairperson. Recent independent studies have been done on Sixties America, Video Production, Advertising, Religion in America, Urban Problems in America, Native American Cultures, Feminism in American Studies, Sport in American Society, Gay in America, Mass Media in American Society.

## INTERNSHIPS

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Internships become appropriate when they are relevant to the thematic concentration of the student. Students have interned with Student Services, Carlisle Youth Services, the borough of Carlisle, the county public defenders office, CBS Evening News, the Smithsonian Folk Life Division, the Carlisle School District, the American Cancer Society, the Evening Sentinel, WITF Public Television, Domestic Violence Services, Communications and Development, MTV, Carlisle Police Department.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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American Studies has been particularly interested in participating in Dickinson's East Anglia program in Norwich, England because East Anglia has a strong American Studies department. Other programs of interest to American Studies majors include the Washington Center for Internships and Academic Seminars, and Dickinson's other programs abroad.

These off-campus programs are usually part of the Junior year and should be planned well in advance of the semester they are to be engaged in.

## HONORS IN THE MAJOR

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Students who are interested in pursuing honors in the major inform their instructor in AS 401 and submit a proposal to the Department by the end of the fall semester. If approved for honors work, students pursue the project in AS 402 as well as in a co-ordinated independent study with a second faculty member. A Committee of three faculty members, not to include the faculty with whom the student has worked, will evaluate the projects submitted for honors and decide whether or not to award the degree with honors.



COURSES

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**101. Cultures of the U.S.** Introduces students to issues of cultural diversity that are central to the field of American studies. A comparative course, addressing the diverse experiences of people identified historically along a continuum of gender, race, and class and focusing on the perspectives of at least three ethnic groups in the United States, at least one of which should be non-European in origin.

**200. Aspects of American Culture** Selected topics in American studies at the introductory level. The subject matter will vary from year to year dependent upon the interests of faculty and the needs and interests of students.

**201. Introduction to American Studies** Introduces students to basic theories and methods used for the interdisciplinary analysis of U.S. cultural materials and to the multiplicity of texts used for cultural analysis (mass media, music, film, fiction and memoir, sports, advertising, and popular rituals and practices). Particular attention is paid to the interplay between systems of representation and social, political, and economic institutions, and to the production, dissemination, and reception of cultural materials. Students will explore the shaping power of culture as well as the possibilities of human agency.

**202. Workshop in Cultural Analysis** Intensive workshop focused on various approaches to the interpretation of social and cultural materials. The course provides an early exposure to theories and methods that will be returned to in greater depth in the senior year. Intended to develop independent skills in analysis of the primary materials of American Studies. *Prerequisite: 101 or permission of the instructor.*

**301. Topics in American Studies** Selected topics in American studies at the intermediate level. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field, e.g. Mass Media and American Culture, Gender in America, Social Mobility in America, Popular Culture, Native American Cultures, Religion and American Culture, Race and Racism in America, etc. *Prerequisite: 201 or permission of the instructor.*

**302. Workshop in Field Methods** Approaches to the responsible collection and analysis of social and cultural materials to be found in the immediate community and environment. Intensive training in participant observation, interviewing, and the analysis of the cultural scene, as well as the ethics of field work will be stressed. *Prerequisite: 202 or permission of the instructor.*

**401. Research and Methods in American Studies** An integrative seminar focusing on the achievements and problems of interdisciplinary study. Students examine the history and current literature of American studies, discuss relevant philosophic questions, and, in research projects, apply techniques of interdisciplinary study to a problem related to thematic concentration. *Prerequisite: American studies major, minor, or permission of the instructor.*

**402. Seminar in American Studies: Selected Topics** Topics chosen annually on the basis of student interest and scholarly concerns in the field. Such topics, explored through reading, discussion, field work, and research, include: American Lives; The Twenties; Social Criticism in America; Male and Female in America; Metaphors of American Experience; Myths, Fiction, and American Life; The American Artist and Society; Photographs and American Culture. Students should refer to the class schedule for the topic being offered in any given semester. *Prerequisite: permission of the instructor.*

**403. Group Project: Selected Topics** An alternative to American Studies 402, student majors in this course will conduct a collaborative research project on a topic of mutual interest to students and faculty and produce a joint project reporting on their work. *Prerequisite: 401 or permission of the instructor.*



# ANTHROPOLOGY

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## FACULTY

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Ann M. Hill, Professor of Anthropology, Chair  
 Kjell I. Enge, Associate Professor of Anthropology  
 Heather Merrill, Assistant Professor of Geography and Women's Studies  
 Karen J. Weinstein, Assistant Professor of Anthropology

## MAJOR

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Eleven courses including 100, 101, 240, 241, 331 or 336, 1 ethnographic course (222, 223, 231, 232, 234 or 235, 400) and four additional courses, two of which may be Classical Studies 221 or 224.

## MINOR

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Six courses, including 100 and 101 and four additional anthropology courses. Students who are interested in a minor should consult with the department.

## FIELDWORK

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The anthropology program is a unique major characterized by an emphasis on understanding the cultures, meanings and practices of various social groups in the context of a rapidly changing world. Fieldwork, the hallmark of anthropological inquiry, is built into the department's methods courses and is encouraged and supported in student work abroad.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY AND INTERNSHIPS

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Participation in summer field schools in cultural anthropology and archaeology, as well as internships at local museums and other sites, provides unique, hands-on experience. The Field School in Cultural Anthropology (Anthropology 396) is for six weeks every summer in Cameroon, Africa.

## COURSES

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**100. Introduction to Biological Anthropology** A comprehensive introduction to the field of biological anthropology. In this course, we apply evolutionary theory to explore principles of inheritance, human and population genetics, modern human biological variation and adaptation, primate behavior, ecology, and evolution, and human osteology and evolution. *Open to freshmen and sophomores; others by permission. Offered every semester.*

**101. Anthropology for the 21st Century** This course is team-taught by anthropology faculty. Its primary focus is on cultural anthropology, or the comparative study of human diversity across cultures. Guest lecturers will also contribute perspectives from other subfields within anthropology, namely archaeology, biological anthropology and linguistic anthropology. The goal is to demonstrate how anthropological perspectives enlighten our understanding of contemporary social phenomena and problems, highlighting the relevance of the anthropology to everyday lives and especially to issues of human diversity. *Open to freshmen and sophomores; others by permission. Offered every semester.*

**210. Language and Culture** This course examines the relationship of language to culture and society. It



includes the study of sociolinguistics, language acquisition, cognition, and descriptive linguistics. The student is introduced to major perspectives on language from Whorf, Hymes, de Saussure, and Levi-Strauss.

**211. Sociolinguistics** Sociolinguistics is the branch of linguistics which studies language as social and cultural phenomena. Language is inseparably associated with members of a society where it is spoken, and thus social factors are inevitably reflected in those members' speech. This course surveys topics on language and social class, language and ethnicity, language and gender, language and context, language and social interactions, language and nation, and language and geography. These topics show how language unites speakers as much as it divides speakers within a society and/or across societies. The topics are approached through lectures, class discussions, readings, as well as social surveys. *Offered every other year.*

**212. Development Anthropology** Sociocultural change, development, and modernization in both Western society and the Third World are examined in terms of theory and practice. Emphasis is on the planning, administration, and evaluation of development projects in agriculture, energy, education, health, and nutrition. The increasingly important role of professional anthropologists and anthropological data is examined in the context of government policies and international business. *Offered every other year.*

**214. Ecological Anthropology** An examination of human adaption to changing environments with an emphasis on systems analysis. Special attention to development and current environmental problems. *This course is cross-listed as Environmental Studies 214. Offered every other year.*

**216. Medical Anthropology** Comparative analysis of health, illness, and nutrition within environmental and socio-cultural contexts. Evolution and geographical distribution of disease, how different societies have learned to cope with illness, and the ways traditional and modern medical systems interact. *Offered every other year.*

**217. Cross-Cultural Perspectives on Gender** Use of comparative method to understand variations in the patterning and content of gender roles and status across cultures. Although focused primarily on non-Western cultures, the course will also examine gender among U.S. ethnic groups. Emphasis is on placing gender roles and status in the broad, holistic context of interrelations among cultural ideologies, social institutions, and material conditions. *This course is cross-listed as Women's Studies 217. Offered every other year.*

**218. Biosocial Aspects of Female Sexuality** This course explores the biological and cultural aspects of being female. We first examine ecology and reproduction in nonhuman primates, and anatomy and physiology of the reproductive system. We then explore biological and social aspects of being female throughout the human life cycle, including sexual differentiation, infancy, childhood, adolescence, adulthood and senescence. Finally, we discuss important issues related to female sexuality from a cross-cultural perspective, such as sex and gender roles, sexual orientation, birth control and family planning, sexually transmitted diseases, body image, and violence against women. *This course is cross-listed as Women's Studies 218. Offered every other year.*

**219. Geography of Gender** Feminist geographers have recently expanded the field of geographical analysis to include the study of ways we think about and act out gender and other differences in relationship to material and metaphorical space. Throughout history and across cultures, architectural and geographic spatial arrangements and ideas have helped produce and reinforce various gendered and other intersecting forms of social power. Rather than taking the social organization of space for granted, in this course we examine the centrality of social space to form of power, difference, and resistance. Women and colonized or marginalized peoples will be at the center of our explorations. *Cross-listed with Women's Studies. Offered every other year.*

**220. Fundamentals of Archaeology: Theory and Field Archaeology** Introduction to archaeology: a survey of the history, aims, methodology, theory and practice of archaeology. The evolution of archaeology from amateur treasure quest and collecting to a complicated science, dedicated to the discovery and study of material remains as well as the exploration and theoretical reconstruction of the past; great discoveries, persons and factors that shaped this transformation in the 19th and 20th century; theories, issues, and



trends in archaeological interpretation; application of archaeology towards a greater understanding of our past and present. An introduction to field archaeology and practice: site location, topographical and survey techniques, archaeological excavation techniques for different types of sites; stratigraphy, spatial distribution, seriation; correlation, phasing, absolute and relative chronology; data recording, archaeological drawing (sections, plans, artifacts) and photography; computer applications (including artifact data-base, archaeological matrix, plans and maps, 3-D monument and site reconstructions); relationships between archaeology and related sciences, between material and non-material culture, evidence interpretation and theoretical reconstruction of material remains. Simulated Excavation Field (SEF) practical training; summer field training opportunities at Mycenae (excavation and Museum research) and Scotland. *Prerequisite: one Archaeology course (Archaeology 120, 130, 210) or previous field experience. Cross-listed as Archaeology 201. Offered every spring.*

**222. Contemporary Peoples of Latin America** An examination of the life of present-day primitive and peasant peoples of Middle and South America. These societies are seen holistically, and as they relate to urban and state centers. *Offered every other year.*

**223. Native Peoples of Eastern North America** *See course description with History 389 listing.*

**225. Human Osteology** This course offers an intensive examination of human biological diversity as revealed through the study of human skeletal remains. We will focus on techniques used to identify skeletal remains in archaeological, paleontological, and forensic contexts, as well as examining human skeletal responses to environmental stress and human growth and development throughout the life cycle. *Prerequisite: 100 or 229 or permission of the instructor. Offered every other year.*

**229. Principles of Human Variation and Adaptation** An anthropological perspective on modern human biological diversity. We examine genetic variation, biological and cultural responses to environmental stressors, including climate, altitude, nutrition, infectious and chronic diseases, and population growth and demography. We use our understanding of human biological diversity to examine the notion that race is a social phenomenon with no true biological meaning. *Offered every other year.*

**231. Contemporary Europe** This course introduces students to the rapidly changing world of contemporary Europe, focusing on particular countries with membership in the European Union. In recent years, the internal borders between members of the European Union have begun to fade away, while new forms of localism, and ethnonationalism have appeared, sometimes with violent results. There is an effort to link the member states into a unified economic and political whole, but there is also an intensified presence of immigrant populations from all over the globe, and a growing sense of "multi-culturalism." This course examines some of the identity issues that have emerged around the unification of European countries, including nationalist and ethnic conflicts, the "new racism," new social movements such as youth, anti-racist, feminist and environmental movements, and growing social and cultural heterogeneity. *Offered every other year.*

**232. Modern China and Its Diaspora Communities** This is a comparative course that examines contemporary Chinese communities in the PRC, as well as Chinese immigrant cultures located in Southeast Asia and the U.S. The focus is on both the structure of these communities and the processes of identity formation and re-imagining the "home" country of "native place" in the midst of considerable flux. The course explicitly uses comparison to deconstruct staid truths about "the Chinese" and monolithic "Chinese culture." *Offered every other year.*

**233. Anthropology of Religion** A cross-cultural survey of the functions of religion, magic, and myth in simple and complex societies. Religion and communication. Myth and social structure. A historical summary of the scientific study of religion. *Offered every other year.*

**234. African Diaspora** This course examines the presence and contributions of people of African descent outside the African continent. While we generalize about the Black diasporic experience across continents, we also pause to examine the ways that stories unfold in particular places and at specific historical moments. Because most representations of Africa and her descendants have left Africans on the margins of



world history, in this course we pay particular attention to alternative ways of understanding Black diaspora. We draw upon case studies from the United States, the Caribbean, Brazil and Europe during different historical periods. *Cross-listed with American Studies and Sociology. Offered every other year.*

**235. State and Ethnicity in Upland Asia** This course examines the borderlands shared by states in upland Southeast Asia, such as Thailand, Burma and Laos, with China. It looks at dimensions of contemporary migrations and transnationalism among populations historically marginalized, such as the Hmong, and among populations that have a strong identification with states. Linked to political economies and global markets, nationalism and other ideologies defining peoples and their cultures are explored with an eye toward understanding how ideas about race and the other take shape. *Offered every other year.*

**240. Qualitative Methods** This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students design their own field projects. *Prerequisite: At least one course in sociology, anthropology, or American studies. This course is cross-listed as Sociology 240.*

**241. Measurement and Quantification in the Social Sciences** This course focuses on quantitative data analysis. Students learn how to design, code, and analyze interviews and surveys. Selected databases and statistical programs are used to analyze current social issues and compare samples. *Prerequisite: At least one course in sociology, anthropology or American Studies. This course is cross-listed as Sociology 241.*

**243. The Human Story: Narratives of Human Evolution** A critical examination of the applications of evolutionary theory within the discipline of anthropology. We first examine the central tenets of biological evolutionary theory. We then critique how anthropologists over the last century have used evolutionary theory to explain the origins of human biology, behavior and culture. *Offered every other year.*

**244. Fieldwork** This course introduces students to fieldwork in anthropological research, a set of methodological practices informed by a number of theoretical assumptions. The course focuses on the fundamental techniques of field work in ethnographic inquiry and writing, including participant observation, structured and unstructured interviewing, designing a project, taking and coding field notes, locating archival sources, interpreting and analyzing data, and writing an ethnographic story. Students will conduct field projects in the local area. *Cross-listed with Sociology. Prerequisite: at least one course in Anthropology, Sociology or American Studies. Offered every year.*

**245. Selected Topics in Anthropology** Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography or anthropological genetics.

**331. Principles of Human Evolution** This course offers an intensive examination of the evolution of the human family, from our earliest ancestors at circa 5-6 million years ago to the origin and dispersal of modern humans. We use skeletal biology, geology, and archaeology to understand the human evolutionary record. *Prerequisite: Any Biology 100-level course. Offered every spring.*

**334. Gender, Race and Globalization** This course examines some of the social and cultural effects of economic and political restructuring, otherwise known as "globalization," that have been occurring around the world since at least the 1970s and have accelerated during the past decade. We will focus on the increasing participation of women in the international division of labor, expanding migrations, growing economic and political polarization within and between countries, the racialization of certain populations, commodification and the spread of consumerism, the relationship between the "local" and the "global," and various forms of social resistance. Our explorations will include examination of the historical and theoretical discussions of globalization, gender, and race, and ethnographic examples from various parts of the world, including but not limited to parts of Europe, Thailand, Malaysia, Mexico, the United States and parts of Africa. *Prerequisite: at least one course in Anthropology or Women's Studies. Offered every other year.*



**336. Social Distinctions** This course covers anthropological theories of social hierarchy and stratification. Both the material and ideological bases of social distinction are examined. Gender, class, race, ethnicity, kinship and slavery are some of the specific topics covered in the course. *Prerequisite: 101. Offered every fall.*

**345. Advanced Topics in Anthropology** Courses offered on an occasional basis that cover special topics such as African women in development, theories of civilization, anthropology and demography or anthropological genetics.

**395. Archaeological Field Studies** Application of the fundamentals of excavation and the analysis of artifactual materials from the excavation of a site in the Carlisle area. Sites will be located within daily commuting distance of the College. *Prerequisite: permission of the instructor and one previous course in Anthropology. Offered in summer school only. Cross-listed as Archaeology 303.*

**396. Field School in Cultural Anthropology** Ethnographic field study of selected anthropological problems in Cameroon. Analysis of cultural, social, economic, and environmental systems using participant observation, interview protocols and other appropriate methodologies. Pre-departure workshops, six-week field study and post-fieldwork write-up. *Two course credits. Prerequisite: Anthropology/Sociology 240. Offered in summer school only.*

**400. Senior Colloquium** This course is based on student independent research projects, supervised by the faculty colloquium coordinator, with special advisement from faculty colleagues. Students taking the course are encouraged to build on previous fieldwork experience or to develop new, community-based projects. In some cases, archival research may be substituted for fieldwork. The course can accommodate honors projects begun with faculty mentoring and aimed at publication. *The course meets for 1/2 credit in the fall and 1/2 credit in the spring of the senior year. Prerequisite: 240, 241 or 244. Offered every year.*

## ARCHAEOLOGY

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### CONTRIBUTING FACULTY

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R. Leon Fitts, Asbury J. Clarke Professor of Classical Studies, Chair of Classical Studies Department

Ann M. Hill, Professor of Anthropology, Chair of Anthropology Department

Kjell Eng, Associate Professor of Anthropology

Marcus Key, Associate Professor of Geology

Melinda Schlitt, Associate Professor of Art History

Karen Weinstein, Assistant Professor of Anthropology

Christofilis Maggidis, Christopher Roberts Chair in Archaeology, Assistant Professor of Classical Studies  
(Interdisciplinary Archaeology Program Coordinator)

### MAJOR

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12 courses:

#### CORE:

Archaeology 120/Classical Studies 221: Greek Art and Archaeology

Archaeology 130/Classical Studies 224: Roman Archaeology

Archaeology 210: Prehistoric Aegean Art and Archaeology

Archaeology 201/Anthropology 220: Fundamentals of Archaeology: Theory and Field Archaeology

Anthropology 100: Biological Anthropology

Art & Art History 202: Etruscan and Roman Art

Geology 101: History of Life

One course in summer excavation fieldwork (Archaeology 301/Classical Studies 301 or Anthropology 395) or Museum/Lab internship

Senior Experience



## ELECTIVES:

Four additional elective course, selected according to the student's specialization interests, needs, and background; the elective groups may be chosen in any combination from three distinct elective groups:

### *Elective Group I: Ancient Art*

Archaeology 221: Ancient Greek Architecture  
 Archaeology 222: Ancient Greek Sculpture  
 Archaeology 223: Ancient Greek Painting  
 Archaeology 390: Advanced Studies in Archaeology  
 Art & Art History 302: Roman Painting  
 Art & Art History 303: Roman Portraiture  
 Art & Art History 391: Studies in Art History  
 Art & Art History/Archaeology Independent Study

### *Elective Group II: Classical Civilization*

Archaeology 250: Ancient Greek Religion and Sanctuaries  
 Archaeology 390: Advanced Studies in Archaeology (i.e. Problems in Aegean Prehistory, In Search of the Trojan War, Great Cities of the Ancient World)  
 Classical Studies 200: Special topics in Classical Civilization (i.e. Death and Burial in the Ancient World, Athenian Democracy, Roman Architecture)  
 Classical Studies 251: Greek History  
 Classical Studies 253: Roman History  
 Greek 393, 394: Greek Seminars (i.e. Archaeology of Writing)  
 Classical Studies/Archaeology Independent Study

### *Elective Group III: Society and Environment*

Anthropology 101: Anthropology for the 21st Century  
 Anthropology 214: Ecological Anthropology  
 Anthropology 225: Human Osteology  
 Anthropology 233: Anthropology of Religion  
 Anthropology 245: Selected Topics in Anthropology  
 Anthropology/Archaeology Independent Study  
 Geology 104: Global Climate Change  
 Geology 207: Paleontology  
 Geology 209: Sedimentology and Stratigraphy

## MINOR

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8 courses total:

### CORE:

Archaeology 120/Classical Studies 221: Greek Art and Archaeology  
 Archaeology 130/Classical Studies 224: Roman Archaeology  
 Archaeology 201/Anthropology 220: Fundamentals of Archaeology: Theory and Field Archaeology  
 Anthropology 100: Biological Anthropology  
 Art & Art History 202: Etruscan and Roman Art, or alternatively, Archaeology 210: Prehistoric Aegean Art and Archaeology  
 One course in summer excavation fieldwork (Archaeology 301/Classical Studies 301 or Anthropology 395) or Museum/Lab internship  
 Senior Experience

### TWO ELECTIVE COURSES

selected according to the student's specialization interests, needs, and background; the elective courses may be chosen in any combination from the three elective groups above.



## OPPORTUNITIES FOR OFF-CAMPUS STUDY AND INTERNSHIPS

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Field experience in archaeology is an important component of the Archaeology Major/Minor; students are trained in the techniques and methods of field archaeology and provided with invaluable hands-on experience. All students are encouraged to spend part of at least one summer at an excavation or survey, either in the United States or abroad. The Department of Classical Studies has been sponsoring and conducting annual summer excavations in Scotland and Great Britain since 1973 (joint project with the University of Durham, England, headed by Prof. Fitts); students have also the opportunity to participate every summer in the archaeological survey, excavation, and Museum research at Mycenae, Greece (D.E.P.A.S. project, headed by Prof. Maggidis, Assistant to the Director of Mycenae). The Department of Anthropology offers occasionally a summer field course, which is conducted in the Carlisle area; students may also participate in other excavations in the region, such as the Cloisters, Ephrata, PA (State Museum of Harrisburg on City Island).

Students are also encouraged to pursue Museum internships offered at The Trout Gallery by the Department of Art & Art History, research internships and training (digital research projects) at the J. Roberts Dickinson Archaeology Lab, or Museum/lab summer research at Mycenae, Greece.

The Department of Classical Studies also offers four-week travel opportunities in Italy and Greece, and a six-week summer course at the UNESCO Center for Mycenaean Studies in Greece; other opportunities are also available, including Durham University (Department of Archaeology), the Intercollegiate Center in Rome and the College Year in Athens. Contact the department chairperson for further information.

## INDEPENDENT STUDIES AND HONORS IN THE MAJOR

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Independent studies are available. Any independent study must involve an interdisciplinary research topic in Archaeology. No more than two independent studies may be counted toward the major. Topic proposal and program of work must be approved by the instructor. Independent research leading to Honors in the Major may be undertaken with one of the contributing departments.

## ANCIENT & MODERN FOREIGN LANGUAGES

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There is no special ancient or modern foreign language requirement for the Archaeology Major/Minor. Ancient Greek or Latin is, however, recommended for some of the elective Group II courses. Recommended modern foreign languages include any of the following: German, French, Modern Greek (required for participation in the D.E.P.A.S. of Mycenae project and recommended for the UNESCO summer course in Greece), or Italian. Four semester courses of a recommended ancient or modern foreign language may be counted collectively as one (maximum allowed) of the four elective courses toward the Archaeology Major.

## COURSES

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**120. Greek Art and Archaeology** A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan, Helladic/Mycenaean); Protogeometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular, funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends. Historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums. *This course is cross-listed as Classical Studies 221. Offered every fall.*



- 130. Roman Archaeology** A survey of the archaeology of ancient Italy ca. 800 BC to AD 400. Particular attention is devoted to the study of the development of civilization and culture at Rome, Pompeii, Herculaneum, Ostia and Britain. *This course is cross-listed as Classical Studies 224. Offered every other spring.*
- 201. Fundamentals of Archaeology: Theory and Field Archaeology** Introduction to archaeology: a survey of the history, aims, methodology, theory and practice of archaeology. The evolution of archaeology from amateur treasure quest and collecting to a complicated science, dedicated to the discovery and study of material remains as well as the exploration and theoretical reconstruction of the past; great discoveries, persons and factors that shaped this transformation in the 19th and 20th century; theories, issues, and trends in archaeological interpretation; applications of archaeology towards a greater understanding of our past and present. An introduction to field of archaeology and practice: site location, topographical and survey techniques, archaeological excavation techniques for different types of sites; stratigraphy, spatial distribution, seriation; correlation, phasing, absolute and relative chronology; data recording, archaeological drawing (sections, plans, artifacts) and photography; computer applications (including artifact data-base, archaeological matrix, plans and maps, 3-D monument and site reconstructions); relationships between archaeology and related sciences, between material and non-material culture, evidence interpretation and theoretical reconstruction of material remains. Simulated Excavation Field (SEF) practical training; summer field training opportunity at Mycenae (excavation and Museum research) and Scotland. *Prerequisite: 120, 130 or 210 or previous field experience. This course is cross-listed as Anthropology 220. Offered every spring.*
- 210. Prehistoric Aegean Art and Archaeology** A general introduction to the art and archaeology of the Prehistoric Aegean, including the Neolithic, Cycladic, NE Aegean and Trojan, Minoan, Helladic and Mycenaean civilizations, with consideration of both the Aegean sites and the Minoan/Mycenaean trade-posts and colonies in Asia Minor, Cyprus, Syro-palestine and Egypt. A survey of architecture (palatial, secular, temple and funerary), pottery, sculpture, frescoes, sealstones, metalwork (metallic vases, weapons, jewelry), stone- and ivory-carving; comparative study of typological, iconographical, stylistic, and technical aspects and developments. Cultural contextualization and brief consideration of the historical framework, socio-economic, political and administrative context, writing and religion. Major interpretative issues and problems in Aegean Prehistory, including relative and absolute chronology, emergence and formation process, collapse and fall of the Minoan palaces and the Mycenaean citadels, spatial definition and multiple function of the palatial networks, military power and expansionism, international dynamics and contacts. Evaluation of the Prehistoric Aegean legacy and contribution to ancient Greek and Western Civilization. Visits to archaeological collections and Museums. *Offered every fall.*
- 221. Ancient Greek Architecture** A survey of ancient Greek architecture from the 11th century BC to the 1st century BC, on mainland Greece and the Greek colonies. Temple architecture, altars and sanctuaries; secular architecture (houses, villas, and palaces); public architecture (agoras, stoas, prytaneia, propyla, theaters, gymnasia, stadiums, fountains and aqueducts, fortifications, roads, bridges); poleodomy or city-planning; funerary architecture (tombs, heroa, mausoleums and other funerary buildings). Building materials and techniques; orders and principles of ancient Greek architecture; ancient theory and techniques, typological developments and technological advances, architectural masterpieces; ancient Greek masters. consideration of epigraphical and ancient literary sources (including readings from Vitruvius, Pliny the Elder, Pausanias). *Offered every third year.*
- 222. Ancient Greek Sculpture** A thorough survey of ancient Greek sculpture from 1050 BC to 31 BC, with consideration of both mainland Greece and the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S Italy and Sicily). Daedalic, Archaic, Classical and Hellenistic periods; sculpture in the round and architectural sculpture, monumental and small-scale sculpture. Materials, techniques, and principles; subject matter and iconography, stylistic and technical developments; styles and regional trends; ancient Greek masters and their schools, legendary contests; consideration of ancient literary sources (including readings from Pausanias and Pliny the Elder) and Roman copies of Greek originals. Visits to archaeological collections and Museums; hands-on examination of selected important sculptures (prospective cast collection on-campus). *Offered every third year.*



**223. Ancient Greek Painting** A survey of ancient Greek vase-painting (Protogeometric, Geometric, Archaic, Classical, and Hellenistic periods, from 1050 BC to 31BC) with consideration of both mainland Greece and the Greek colonies, and study of ancient Greek (with special emphasis on recently discovered large-scale frescoes in Macedonian tombs), Etruscan, and Roman monumental painting (including selective mosaics). Materials, techniques, and principles; iconography, stylistic and technical developments; styles and regional trends; ancient Greek and Roman masters and their schools; consideration of ancient literary sources (including readings from Pausanias, Pliny the Elder, Cicero). Visits to archaeological collections and Museums. *Offered every third year.*

**250. Ancient Greek Religion and Sanctuaries** A survey of the origins, history, structure, and evolution of ancient Greek religion and sanctuaries from Mycenaean to Hellenistic times. A comparative study of official religion vs. folk religion, pantheon of gods and heroes vs. daemonic cults and magic (ritual binding, cursing, charming), myths, oracles, festivals and games vs. house cult; an insight into mysteries and chthonic cults, burial customs and eschatology, soul and the Homeric underworld, the mnemoscape of death and reincarnation. A review of loci of worship (caves, shrines, temples, sanctuaries); analysis and meaning of the worship ritual, offerings, dedications, animal and human(?) sacrifices; interpretation of sacred symbols, ritual implements and paraphernalia: idols and figurines, large-scale anthropomorphic concretions, cult statues. A comparative study of the history and development, organization and lay-out, architecture, portable finds and dedications of the most prominent Mycenaean and ancient Greek sanctuaries (Mycenae Cult Center, Tiryns shrines, Aghia Irene temple; Olympia, Delphi, Eleusis, Delos, Nemea, Dodone, Kos, Samos, Priene, Pergamon) involving a synthesis of archaeological and iconographical evidence, Linear B documents, epigraphic evidence, and ancient literary sources. Additional issues to be addressed include: Greek anthropomorphism and polytheism; the power of religion as collective memory; the sociopolitical role of organized religion; priesthood and the gradual appropriation of religion by the ruling hierarchy and the state (polis); chronological development of ritual vs. unchanging core of beliefs; patterns of uniformity and regional variation; survival of ancient Greek religious elements in Christianity. *Offered every third year.*

**301. Fieldwork in Classical Archaeology** Archaeological excavation and/or survey for four to six weeks in selected locations of the ancient Greek and Roman worlds, which include Mycenae in Greece (DEPAS Project) and Scotland, Great Britain (joint Project with the University of Durham, England). The dig provides training for students in the techniques and methods of field archaeology. *Admission by permission of the instructor; Archaeology 201 recommended. Offered every summer.*

**390. Advanced Studies in Archaeology** This course undertakes special topics, issues, and problems in Old World and New World Archaeology ranging from prehistory and classical antiquity (i.e. Problems in Aegean Prehistory, In Search of the Trojan War, Great Cities) to modern era archaeology (19th/20th century AD) and modern applications of the discipline. *Prerequisite: at least one 200-level archaeology course. Offered occasionally.*



# ART & ART HISTORY

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## FACULTY

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Sharon Hirsh, Charles A. Dana Professor of Art History

Barbara Diduk, Charles A. Dana Professor of Art

Ward Davenny, Associate Professor of Art

Melinda Schlitt, Associate Professor of Art History, Chair

Philip J. Earenfight, Director of The Trout Gallery, Associate Professor of Art & Art History

Elizabeth Lee, Visiting Instructor in Art History

Robert W. Cavenagh, Jr., Director of Instructional Media, Part-time Associate Professor of Art and Education

Susan F. Nichols, Associate Dean of the College, Part-time Associate Professor of Art

## CONTRIBUTING FACULTY

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Harry D. Krebs, Professor of East Asian Studies

## MAJOR

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**Art History option:** Eleven courses including 101, 102; one course in studio, either 122 or 123; one course in Ancient Art, either 202 OR either Classical Studies 221 or 224; one course in Renaissance Art, either 300 or 301; one course in Modern Art, either 314 or 315; 407; 207; and three electives in art history. Art history majors are also encouraged to take additional course work in Philosophy, Religion, Classics and studio art; to consider internships or independent studies directed to future interests in the discipline; and to take German if they are considering graduate work in art history.

**Studio Art option:** Eleven courses including 101, 102; one course in Renaissance Art, either 300 or 301; one course in 20th-century Art, either 314 or 315; 122; either 222 or 230; 410 (including submission of position paper and portfolio for graduation); and four additional studio courses, including one at the advanced level, and at least one three-dimensional course. Seniors concentrating in studio are required to present a slide portfolio of their work in their final semester. Students electing this option are encouraged to take more studio courses than the required six. Self-developed options, including conservation and architecture programs, can be arranged.

## MINOR

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101 and 102 plus four additional courses in the appropriate discipline (art history or studio), subject to the minor adviser's approval, that suit the particular interests of the student.

## SUGGESTED FOUR YEAR PROGRAM

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### Art History Option

First Year: 101, 102

Second Year: 207 should be taken immediately after 101 and 102; 202, Classics, or 204 (as elective)

Third and Fourth Years: 300 or 301 or 304, 306, 314 or 315, 404; and fourth year only, 407 (offered in Fall)

*NOTE:* 391, 392 Studies in Art History, as well as independent study, should be taken in the third or fourth year, depending on the topic and the advice of the instructor and the adviser.

### Studio Art Option

First and Second Years: 201, 102, 122, and 222 or 230, and 123 or 224 or 226 and/or 221, 227, 228.

Third and Fourth Years: 330, 324, 326, 327, 335, 410. Upper level art history course; 314 or 315 must be taken by the third year, prior to the Fall Senior Studio Seminar.



*NOTE:* 410 must be taken Fall of senior year

Senior Portfolio: Students who major in art with a studio emphasis must prepare a slide portfolio of their creative work for faculty review during their senior year and are expected to mount a formal exhibition of their work. Students should meet with the department chairperson for more details.

## INDEPENDENT STUDY

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Independent study courses are to be set up through consultation with an Art & Art History department adviser and instructor of the course. A proposal of the topic, and program of work must be submitted to the instructor for approval.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Students interested in studying abroad on Dickinson's Programs in Toulouse, or with affiliate programs in Italy are encouraged to take French or Italian.

## INTERNSHIP

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Through The Trout Gallery and other regional museums, galleries, art associations, commercial galleries, and architectural firms, the Department of Art & Art History offers internships to advanced students. In the past, art history majors have undertaken museum internships at The Metropolitan Museum, the Springfield (Ma.) Museum of Fine Arts, and the Philadelphia Museum of Art, while studio and art history majors have interned at commercial galleries in Philadelphia, Harrisburg, and New York City; these internships have included conservation and restoration work. Consult the departmental internship adviser and the college internship coordinator.

## HONORS IN THE MAJOR

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Department of Art & Art History majors may seek Honors, the highest academic award a department can bestow. Honors in the major are by the invitation of Department of Art & Art History faculty following self-nomination by February of the junior year. Students undertake a year-long independent study with an adviser. Consult with the Department of Art & Art History chairperson or your major adviser for additional information.

## COURSES

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### Art History Courses:

101, 102. **An Introduction to the History of Art** A survey of painting, sculpture, and architecture of western civilizations. 101 surveys art from the ancient Near East through medieval European. 102 surveys art of the European renaissance through the contemporary period.

201. **History and Art of the Film or the Photograph** A study of the history of the film or the photograph as an art form involving mechanical reproduction. Issues of criticism and theory are also addressed.

202. **Etruscan and Roman Art** A detailed survey of painting, sculpture, and architecture beginning with Etruscan culture in Italy from approximately the 8th century BC through the formation of the Roman Republic and Empire until the early 3rd century AD. Emphasis will be placed on understanding and analyzing the production, style, materials, and function of Etruscan and Roman art within the cultural and political contexts in which it was made. Issues of meaning and interpretation, scholarly debates concerning stylistic categories and periodization, and theoretical/critical perspectives expressed in ancient literary texts will form an integral part of the course. The legacy of the Roman Imperial tradition, particularly in sculpture and architecture, and its vast impact on western civilization from the Early Christian period through continuous reformulations in the present will also be addressed. A class field trip to a regional museum is required. *Offered every other year.*



203. **Medieval Art** European art and architecture of the Middle Ages, from the decline of Rome to the first decades of the 15th century. Particular emphasis is placed on Romanesque and Gothic cathedral architecture. *Prerequisite: 101 or permission of the instructor. Offered alternate years.*
204. **American Art** The development of architecture and painting in America. Special consideration is given to 19th-century architecture, with field work in Carlisle, and to recent, specifically American, movements in 20th-century painting. *Prerequisite: 101 or 102, American studies majors, or permission of the instructor.*
205. **Topics in Art History** An intermediate-level study of selected topics in the history of art and architecture. *Prerequisite: 101 or 102, as appropriate to the topic, or permission of the instructor.*
207. **Criticism and Theory in the Arts** An introduction to critical strategies in and theoretical approaches to the visual arts. Particular emphasis is placed on close analysis and discussion of texts. The course addresses issues of historiography (history of writing about art), critical theory, or contemporary art criticism. *Prerequisite: 101 or 102 or permission of the instructor.*
208. **Japanese Art** This course is an introduction to Japanese art and aesthetics throughout the history of this culture. The study of this art occurs in the context of the civilization as a whole, as it has both changed and resisted change over time due to both internal and external forces. Students are expected to look carefully at their own preferences and prejudices with the intention of seeing them from an additional perspective. *Offered alternate years.*
210. **Chinese Art** This course is an introduction to the history and aesthetic of Chinese art. The art is studied as a primary part of the larger culture. Other elements of the culture are introduced as they are relevant to seeing the civilization as a whole. The subject matter is those arts most typical of the major dynasties, but painting is the primary overall focus. *Offered alternate years.*
300. **Italian Renaissance Art 1250-1450** A survey of painting, sculpture, and architecture in Italy from approximately 1250 to 1450. The works of Giotto, Pisano, Donatello, Ghiberti, Brunelleschi, and Massacio, among others, will be addressed. Issues of style, patronage, and function will be considered within the political and cultural contexts of the 13th through 15th centuries. Critical and theoretical writings of the period will also be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*
301. **Italian Renaissance Art 1450-1563** A survey of painting, sculpture, and architecture in Italy from 1450 through 1580. The works of Botticelli, Leonardo, Raphael, Michelangelo, Bramente, and Titian, among others, will be addressed. Issues of style, patronage, and function will be considered within the political and cultural contexts of the 15th and the 16th centuries. Critical and theoretical writings of the period will also be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*
302. **Roman Painting** This course will address the antecedents of Roman wall painting in ancient Greek sources, as well as issues related to classification, genre, style, function, and artistic practice. The traditional 'four styles' of Roman painting first outlined by Vitruvius and more recent proposals for reconstructing these traditional stylistic categories will be addressed, as well as questions surrounding the many purposes and effects of painting in Roman culture and society. The relationship of pictorial imagery to specific literary structures and styles during the Imperial period will also be considered along with more theoretical artistic principles such as optics, illusionism, and visual imagination in the Roman world. A variety of ancient literary sources as well as scholarly studies and critiques will form the textual basis for the course, while digital reconstructions and "virtual" movement through ancient pictorial spaces will augment the visual sources we use. *Prerequisite: Archaeology Core or 101 and 102 or 202.*
303. **Roman Portraiture** Of all visual and literary genres, portraiture is undoubtedly the most specific and elusive in western culture. Its history is as old as the ancient Greek myths about the origins of painting itself, and as recent as the current pseudo-journalistic television program entitled "Intimate Portraits." This course will examine the tradition and evolution of ancient roman portraiture as the most prolific and enduring source of the genre from its Etruscan and Hellenistic foundations through the dissolution of the



Empire in the mid-fourth century AD. Republican and Imperial iconographies, funerary genres, and contextual considerations such as the public, private, and political realms will be considered. The notion of constructing a visual identity and historical legacy through portraiture as part of Roman culture, and more specific conceptual qualities such as “realism” and “idealism,” “youth” and “age” will be discussed together with more technical issues such as dating, identifying physiognomic types, sculpting techniques. At least one trip to a regional museum or gallery will be required. *Prerequisite: Archaeology core, or 101 and 102 or 202.*

**304. Southern Baroque Art** Painting, sculpture, and architecture of the 17th century in Italy, France, and Spain will be considered. Artists included in this course are: Caravaggio, the Carracci, Reni, Artemesia Gentileschi, Bernini, Borromini, Vel squez, and Poussin. Issues of theory and criticism will also be addressed. *Prerequisite: 101 and 102 or permission of the instructor. Offered alternate years.*

**306. Northern Baroque Art** A study of 17th-century Northern European Art with particular emphasis on Flemish and Dutch painting. Artists included in this course are Rubens, Van Dyck, Rembrandt, Hals, and Vermeer. Issues of theory and criticism will also be addressed. *Prerequisite: 101 and 102 or permission of the instructor. Offered alternate years.*

**313. 19th-Century Art** Issues of romanticism, realism, impressionism, and post-impressionism. Major 19th-century European figures and movements will be surveyed. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**314. 20th-Century Art** A survey of major artists and movements from 1905 to the present, including expressionism, cubism, futurism, de Stijl, dada, surrealism, abstract expressionism, pop art, minimalism, hyper realism, neo-expressionism, and recent developments through post-modernism. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 and 102 or permission of the instructor.*

**315. Topics in Contemporary Art** This course will address recent developments in art from 1945 to the present; focus on particular artists, works, and movements will vary. Critical and theoretical issues of the period will be discussed. *Prerequisite: 102 or permission of the instructor.*

**391. Studies in Art History** Studies in selected topics of the history of art and architecture. The content of each course will be altered periodically. *Prerequisite: 101 and 102 or permission of the instructor.*

**404. Seminar: Topics in the History of Art** Advanced investigation of a particular artist, work, movement, or problem in the history of art. *Prerequisite: permission of the instructor.*

**407. Art Historical Methods** Study of the research tools and methodologies of art historical analysis, a study of the use of primary and secondary sources, and documents in art history. In addition, the major schools of art historical writing and theory since the Renaissance will be considered. The course has as its final project a public exhibition in The Trout Gallery curated by the seminar students. *Prerequisite: 101 and 102, as well as other upper-level courses on art of the Renaissance to the present. Required course for students with an emphasis in art history.*

#### Studio Art Courses:

**122. Fundamentals of Composition and Drawing** Working from observation and using a variety of media, this basic studio drawing course will explore issues common to both representational and non-representational art. *This course serves as the foundation to upper-level two-dimensional offerings.*

**123. Fundamentals of Sculpture and Three-Dimensional Design** A studio course covering basic elements of three-dimensional composition and sculpture. Students will construct sculptures examining a range of media and fabrication techniques.

**160. Special Topics in Studio** Selected techniques and concepts in studio, taught at the introductory level. The content of each course will be altered periodically.

**221. Introduction to Photography** An entry-level course in black-and-white photography. Film developing and the making of prints using conventional media, and an exploration of other media and processes



which may include high contrast, large format, hand-tinted works, introductory color and alternative processes. The student will be required to demonstrate attainment of skill through portfolios presented to the class.

**222. Drawing** A studio course to explore further, those issues covered in 122, but focusing on the creation of light and space. Landscape, architecture, still-life and the model will serve as subject matter. A large variety of media will be used, including pastel, monotype, ink, acrylic paint and charcoal. *Prerequisite: 122 or permission of the instructor.*

**223. Introduction to Digital Photography** An introductory course for students without experience in either digital or traditional photography. The course explores the fundamentals of image making from traditional b&w images through experimental color and composite images. Students work with either 35mm or digital cameras. Images are modified using the computer and appropriate software. Each student is required to submit images throughout the semester for class and faculty critiques. Revisions are encouraged. The course holds a public show at the end of the semester.

**224. Wheelwork Ceramics** A studio course exploring expressive possibilities offered by the potters wheel. Students will examine both utilitarian and sculptural aspects of the medium. A variety of clays, glazes and firing approaches will be examined.

**226. Sculpture Ceramics** A sculpture course further examining three-dimensional problems covered in the basic three-dimensional design course. The course will focus on clay as the primary (but not exclusive) fabrication material. Students will examine a range of firing, glazing, and construction techniques. *Prerequisite: 123, 224 or permission of the instructor.*

**227. Fundamentals of Painting** A basic studio course exploring the techniques, practices and history of painting and theories of color. Working from observation, subject matter will range from still-life and landscape to architecture and the figure. *Prerequisite: 122 or permission of the instructor.*

**228. Printmaking Survey** A studio course in which students will gain a working knowledge in each of the four major areas of printmaking woodcut, etching, lithography, and screenprinting. *Prerequisite: 122 or permission of the instructor.*

**230. Life Drawing** The course will be devoted to working from the human form during which the students will be expected to develop a sense of two-dimensional line and three-dimensional illusionistic form through the use of such graphic media as pen and ink, pencil, charcoal, Conté crayon, etc. *Prerequisite: 122 or permission of the instructor.*

**320. Advanced Photography** Topics and techniques in photography which extend beyond the entry course. Each student will select an area in which to build a body of work. *Prerequisite: 221. Offered alternate years.*

**323. Sculpture** Various sculpture media will be explored including clay, plaster, wood, stone, and metals. An emphasis will be placed on carving, casting, and metal welding. *Prerequisite: 123.*

**324. Advanced Three-Dimensional Design and Sculpture** A second level three-dimensional design and sculpture course concentrating on advanced fabrication techniques, alternative building materials, and aspects of contemporary and historical practice. *Prerequisite: 123, 224, 226 or permission of the instructor.*

**326. Intaglio Printmaking** An in-depth exploration of etching, engraving, aquatint and other techniques of drawing on, and printing from metal plates. Photo-etching and working in color will also be covered. *Prerequisite: 122 or permission of the instructor.*

**327. Advanced Painting** A second-level studio painting course concentrating on the figure, and covering advanced techniques, alternative materials, and aspects of contemporary and historical practice. *Prerequisite: 227.*

**330. Advanced Life Drawing** Advanced problems and issues in drawing the human form. *Prerequisite: 230 or permission of the instructor.*



**335. Lithography** A studio course exploring the art, techniques, and history of drawing and printing from the stone. Metal plate, color, and photo-lithography will also be explored. *Prerequisite: 122 or permission of the instructor.*

**360. Advanced Studio** Selected advanced studio techniques and concepts. The content of each course will be altered periodically. *Prerequisite 122, 123 or permission of the instructor.*

**410. Senior Studio Seminar** A required course for senior studio students. Critiques of students' work will include examination of timely topics in the visual arts and the relationship of the artist to society. Critiques, selected critical readings, museum visits and visiting artists will provide the basis for discussion. *Co-requisite: One studio course. Prerequisite: One studio course.*

The following course is offered in the Summer Semester in England Program:

**105. Art in England** A topics course in the history and practice of art, using the galleries, museums and architecture of London and its environs as its focus.

The following course is offered in Bologna:

**132. The Arts of Italy** An introduction to the major visual traditions of the Italian peninsula from antiquity to the end of the 18th century, combined with the basic art historical methodologies necessary to their understanding. Focus will be on the relationship of visual materials to their intellectual, social, and religious underpinnings, with special emphasis on the artistic traditions and monuments of Bologna. Lectures, discussion, and site visits provide the opportunity to understand artistic production in its larger cultural context. In addition to regular class meetings for lecture and discussion, required group excursions in and around Bologna will be scheduled occasionally on Fridays or Saturdays.

The following courses are offered in Toulouse:

**115. French Art from the Romanesque through the Baroque** This course will examine the development of medieval art, architecture and sculpture in the romanesque and gothic styles, drawing principally on regional examples. The wealth of Roman remains in southwestern France will help clarify connections between medieval art and its ancient predecessors. Classroom lecture and discussion will be augmented by on-site study of churches, cloisters and museums in the Toulouse area. Outstanding examples of private dwellings in Toulouse dating from the Renaissance will illustrate the passage between the end of the Middle Ages and the following periods. Issues of style, patronage and function will be considered with the political and cultural contexts of the 11th through the 18th centuries. *Offered only at the Dickinson Study Center in Toulouse.*

**116. French Art of the 19th and 20th Centuries** A survey of the major movements in French art from Romanticism to the present, including realism, impressionism, cubism, Dada, surrealism and abstract art. Contemporary museum collections in France, particularly those in the Toulouse region and in Paris, will furnish examples of important works. This course will pay special attention to the links between change in French society and the evolution of artistic production. *Offered only at the Dickinson Study Center in Toulouse.*

The following courses are offered in Toulouse Summer Session:

**260. Painting "En Plein Air"** A second-level painting course concentrating on the concepts and practice of painting in the landscape. We will deal with the use of color, space, light and interpretive problems of working on site. *Prerequisite: 122 and 227 or the equivalent, or permission of the instructor.*

**261. Architecture and the Figure** Drawing from the architecture of southwestern France with an emphasis on the figure and its role in establishing scale, movement and narrative. *Prerequisite: 122 or the equivalent, or permission of the instructor.*



## BIOCHEMISTRY & MOLECULAR BIOLOGY

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### CONTRIBUTING FACULTY

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Thomas M. Brennan, Professor of Biology, Joseph Priestley Chair in Natural Philosophy

R. David Crouch, Associate Professor of Chemistry

John H. Henson, Associate Professor of Biology, John B. Parsons Chair in the Liberal Arts and Sciences

Michael S. Holden, Associate Professor of Chemistry, Alfred Victor duPont Chair in Chemistry

Michael P. Roberts, Associate Professor of Biology, Program Director,

Kirsten A. Guss, John R. & Inge Paul Stafford Chair in Bioinformatics, Assistant Professor of Biology

Pamela J. Higgins, Visiting Assistant Professor of Chemistry

### MAJOR

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Biology any two 120-128 courses, 313, 317, 417

Chemistry 141, 241, 242, 244 and either 442 or 490

Biology/Chemistry 342

Physics 131 or 141, 132 or 142

Mathematics 161 or 151/152, 162

All Biochemistry & Molecular Biology majors are required to include a research experience as part of their undergraduate program. This requirement may be satisfied in the following ways:

- 1) an independent research project in Biochemistry & Molecular Biology
- 2) on off-campus internship for credit in Biochemistry & Molecular Biology
- 3) a research experience not covered by the above but deemed equivalent by the contributing faculty

In addition to the required course work, a number of other relevant courses are taught by the Biology and Chemistry departments, and it is recommended that students explore these offerings in order to broaden their expertise and investigate specific topics appropriate to their own interest

## BIOLOGY

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### FACULTY

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Thomas M. Brennan, Professor of Biology, Joseph Priestley Chair in Natural Philosophy

Janet Wright, Associate Professor of Biology

John Henson, Associate Professor of Biology, John B. Parsons Chair in the Liberal Arts and Sciences

Michael P. Roberts, Associate Professor of Biology, Chair

Carol C. Loeffler, Associate Professor of Biology

Anthony Pires, Associate Professor of Biology

Charles F. Zwemer, Associate Professor of Biology

Kirsten A. Guss, John R. & Inge Paul Stafford Chair in Bioinformatics, Assistant Professor of Biology

### MAJOR

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Nine courses in biology, excluding 105 and 108, including one of the following upper-level courses in botany: Biology 322, 323, 324 or 325, and one of the following upper-level courses in zoology: Biology 318, 321, 333, 334. In addition, Chemistry 241 and 242 are required. The nine biology courses required for the major may not include more than one course in independent study or research unless the student has received advanced placement beyond the introductory level (any two 100-level Biology courses); then two courses of independent study or research may be counted toward the major. Of the nine biology courses



es required for the major, at least four must be upper-division laboratory courses (exclusive of independent study-research) taken in residence at Dickinson.

All biology majors must include a research experience as part of their undergraduate program. (See RESEARCH EXPERIENCE section)

Two semesters of mathematical sciences (Calculus and/or Statistics), and two semesters of physics are strongly recommended for students intending graduate study toward an advanced degree in biology or the health professions. Students should consult with their faculty advisers about taking additional courses in other sciences that might be important to their career plans.

## MINOR

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Six courses, including one of the following upper-level courses in botany: Biology 322, 323, 324 or 325, and one of the following upper-level courses in zoology: Biology 318, 321, 333, or 334. In addition, Chemistry 141 is required.

## SAMPLE FOUR-YEAR PROGRAM

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First Year: any two 100-level Biology courses; Chemistry 141, 241; Math 161 (or 151 & 152), 162

Second Year: 313, 317, 325; Chemistry 242; Math 121

Third Year: 333, 334; Physics 131, 132

Fourth Year: 318, 342, 417, Independent Research

## TEACHER CERTIFICATION

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Students interested in preparing for teaching Biology in high school should plan to major in Biology and should include a course in Botany, Genetics, Physiology, and Ecology. The Director of Teacher Education in the Department of Education should be consulted during the sophomore year.

## RESEARCH EXPERIENCE

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All biology majors must include a research experience as part of their undergraduate program. This requirement may be satisfied by the successful completion of any one of the following:

- 1) an independent research project for biology credit;
- 2) an off-campus internship with significant research component;
- 3) Biology 412 - Seminar;
- 4) a research experience not covered by the above but deemed equivalent. Proposals should be submitted to the student's faculty adviser who will determine whether or not the completed experience satisfies the research requirement.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Field Biology Courses at the School for Field Studies** Dickinson is an affiliate of the School for Field Studies (SFS), which offers courses and on-site fieldwork in ecology, behavior, and conservation biology. Students can spend a semester at one of five permanent campus centers to study coastal ecology (British Columbia), wetlands ecology (Mexico), rainforest ecology (Australia), wildlife management (Kenya), or marine ecology (Turks and Caicos Is., Bahamas). A typical semester program would receive two biology and two general Dickinson credits. SFS also has summer courses. The SFS programs afford a unique opportunity for intensive study and active biological research in diverse environments.

**Marine and Ecosystem Studies** Dickinson is an affiliate of the Semester in Ecosystem Studies at the



Marine Biological Laboratory (Woods Hole, MA) and of the Duke University Marine Laboratory. These programs offer specialized, full-semester options with field and lab courses for biology students.

**The Dickinson Science Program in England** Biology students have the opportunity to study for a semester or a year in the School of Biological Sciences at the University of East Anglia (UEA) in Norwich, England. This Dickinson program is overseen by an on-site Dickinson faculty member who advises students and teaches courses. UEA has an excellent biology program which was recently awarded the highest rating possible for teaching and research by the British government.

**The Dickinson Science Program in Australia** Biology students have the opportunity to study for one semester at the University of Queensland (UQ) in Brisbane, Australia. The University of Queensland offers a variety of outstanding science programs ranging from premedical studies to marine education. Examples of programs in which Dickinson students have participated include ecology of the Great Barrier Reef, human anatomy, and tropical rainforest ecology. UQ was recently selected as: "Australia's University of the Year."

## HONORS IN THE MAJOR

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Honors in biology typically involves the completion of two consecutive semesters of independent research and the writing of an honors thesis.

## COURSES

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**105. Biological Aspects of Contemporary Problems** Students become familiar with biological principles by focusing on a variety of contemporary problems and also analyzing the underlying biological components. *This course will not count toward a major or minor in biology. Three hours classroom a week.*

**108. Modern Natural History** Through classroom study and field trips students learn to know various fascinating living creatures from the primitive to the most complex. They are also introduced to natural history literature which relates these organisms to our cultural, social, and economic history. *This course will not count toward a major or a minor in biology. Three hours classroom a week.*

**120. Life at the Extremes: A Survival Guide** The Weddell Seal holds its breath for 40 minutes while routinely diving to a depth of 1,500 feet in  $-1.6^{\circ}\text{C}$  water and Bar Headed Geese migrate at thousands of feet above the summit of Mt. Everest. How do these animals accomplish these seemingly amazing tasks? Questions of survival and more will be addressed in this study of comparative physiology. We will seek explanations of these phenomena by first evaluating the physical nature of these hostile environments and then exploring the mechanisms of survival. We will also investigate our own physiology and human limits of performance. Lecture will be enhanced by laboratory experiences in experimental physiology and vertebrate dissection. *Three hours classroom and three hours laboratory a week.*

**121. Alien Worlds** The possibility of life elsewhere in the universe is now widely accepted, but what kind of life can we expect it to be? This course considers what we know, and don't know, about the nature of life and the way it has evolved on Earth, to make a best guess about "alien" life. Our strategy will be to investigate how biologists use theory and data to answer questions. Challenging introductory texts, news media, and scientific journals will be our major resources for discussion and laboratory studies. On finishing this course you should approach any biological news or issue with a more analytical eye, but ideally with increased fascination as well. *Three hours classroom and three hours laboratory a week.*

**122. The Biochemical Basis of Metabolic Disorders** An introductory course focusing on the various types of molecules found in living systems and the ways they function and interact in both normal and abnormal cellular metabolism. Topics include genetic and enzymatic regulation of metabolic processes, energy capture and transformation, and a series of case studies dealing with the biochemical basis of metabolic disorders. We will also compare and contrast the treatment of scientific issues in the popular press with that found in the scientific literature. The course is intended to provide students with a basic understanding of



some of the principles and methodology of modern biology, and to develop their ability to distinguish between legitimate science and pseudoscience. *Three hours classroom and three hours laboratory a week.*

**123: Interactions of Plants, Animals and Fungi** Plants, animals and fungi have vastly different strategies for obtaining food, reproducing, and finding places to live. Many of the most important adaptations in each of these three groups involve fending off, partnering with, or exploiting members of the other two groups. This course considers the ways in which the three groups interact and the many consequences of these interactions for our ecosystems and for humans. In laboratory/greenhouse/field studies, lecture, and discussion we will develop an understanding of how biologists approach questions and design experiments concerning interactions, how their findings should or should not be interpreted, and how the findings are disseminated to general and scientific audiences. *Three hours classroom and three hours laboratory a week.*

**124. Biology of Behavior** This course explores the biological basis of animal behavior. We will use an evolutionary framework to consider why behaviors arise within animal species (including humans) and ask how neural systems shape, constrain and execute the types of behaviors that we observe in nature. Topics will include animal navigation, communication, mating systems and sociality. We will read selections from the primary research literature of behavioral biology as models of scientific thought and discourse. Laboratory and fieldwork will emphasize construction of good experimental questions, refinement of hypotheses, quantitative analysis of data and effective communication of research results. *Three hours classroom and three hours laboratory a week.*

**125: Understanding Cancer** Cancer is the second leading cause of death in the United states. In the year 2000, over half a million Americans died of cancer and over one million new cancer cases were diagnosed. Virtually everyone who is 18 years old or older knows someone who has battled cancer. This course explores the biology of the complex array of genetic diseases known as cancer. What is cancer, why does it occur, how is it treated, and what would it mean to our society to find a cancer cure, are just a few of the questions that will be addressed. In the laboratory, the unique characteristics of cancer cells will be investigated and treatments designed to revert these characteristics to those of normal cells will be explored. By understanding cancer, cancer research, and the promise of new cancer treatments, students should complete the course with a greater appreciation for the scientific process and the role science plays in human health. *Three hours classroom and three hours laboratory a week.*

**126: Infectious Disease versus Immune Defense** Given the variety and virulence of the hundreds of pathogens we are exposed to every day, it seems miraculous that any of us survives into adulthood. This course will consider the biology of pathogens and the immunological defense systems which help counteract them. Both a human-based and comparative approach will be employed. Lecture, discussion and lab segments will emphasize the application of knowledge, the interpretation of scientific and popular information, and the demystification of disease and immunity. Students finishing this course should have a new found appreciation of the molecular, genetic and cellular mechanisms underlying disease and defense. *Three hours classroom and three hours laboratory a week.*

**127. This Is Your Life** This course provides an overview of the human life cycle. We will discuss development from a fertilized egg through birth, the physical and psychological maturation process that follow birth and the aging process and disease. We will also discuss ways in which humans impact each other as individuals, in society, and environment. In the laboratory portion of the course, we will perform experiments in model organisms that use the techniques and approaches that are utilized to investigate human development and health.

## 128. BioDiversity Topics Course

**313. Cell Biology** An introduction to the structure and function of cells, with emphasis on the molecular mechanisms of cellular processes. The course will involve discussion-oriented lectures and readings from the current literature. The laboratory will stress the discovery approach in applying state of the art techniques to cell biological experiments. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120-128.*



- 314. Ecology Study** of the interactions of organisms with each other, and with their environment, at the level of the individual, the population, the community, and the ecosystem. Lectures and readings consider both the theory of ecology and data from empirical research in the classic and current literature. Laboratory and field studies explore how ecologists perform quantitative tests of hypotheses about complex systems in nature. Six hours classroom a week. *Prerequisite: two Biology courses numbered between 120 and 128 or Environmental Studies 131, 132. This course is cross-listed as Environmental Studies 314.*
- 315. Population Genetics and Evolution Study** of current knowledge of the evolutionary process and its genetic basis. Lecture, readings from the primary literature, laboratory investigations, and field study are used to consider evolutionary trends. Emphasis is on the new approaches that population geneticists and evolutionary biologists are using to reexamine such issues as how evolution affects gene pools; the implications of the fossil record; causes of extinctions; how species originate; relationships among living organisms; and adaptive versus non-Darwinian evolution. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128. Offered every other year.*
- 317. Genetics** A study of Mendelian genetics, linkage, and mutation. An introduction to basic DNA structure and function including replication, transcription, and translation. Laboratory exercises involve both classic and molecular approaches to genetic analysis utilizing prokaryotic and eukaryotic organisms. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128.*
- 318. Animal Development** Material deals with descriptive embryology and the mechanisms of development including the genetic and biochemical levels. Laboratory includes observation of selected examples of invertebrate and vertebrate development and experimental investigations of developmental processes. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128.*
- 321. Invertebrate Zoology** An integrated lecture and laboratory study of the anatomy, taxonomy, evolution, ecology, physiology, and embryology of invertebrates. Representatives of the major invertebrate phyla are examined in the field and in the laboratory. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128 or Environmental Studies 131, 132.*
- 322. Plant Systematics** A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128 or Environmental Studies 131, 132. This course is cross-listed as Environmental Studies 322.*
- 323. Algae, Fungi and Lichens** Study of the systematics, morphology, ecology, evolution, physiology, and development of algae, fungi, and lichens. Lecture and discussion include examples and readings from classic and recent research. Laboratories include field surveys and collections, follow-up laboratory identifications, and experimental investigations including directed individual or small-group research projects. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128. Offered every other year.*
- 324. Plant Geography and Ecology** Analysis of factors determining the distribution and abundance of plant species, including study of plant migration patterns today and in the distant past. Lecture includes examples and readings from classic and recent research. Field, laboratory, and greenhouse studies focus on plant demography, plant-animal interactions, plant community structure, competition, soil and water relations, and other topics. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128 or Environmental Studies 131, 132. Offered every two years.*
- 325. Plant Physiology** A study of plant structure and function, with emphasis on the flowering plants. Includes plant cells and organelles, mineral nutrition, translocation processes, and hormonal regulation of growth, development, and reproduction. Biochemical and environmental aspects of photosynthesis are emphasized. *Six hours classroom/laboratory a week. Prerequisite: two Biology courses numbered between 120 and 128.*



**326. Microbiology** The structure, function, and genetics of bacteria and viruses. A special emphasis is placed on the epidemiology and control of infectious human microbial diseases. Laboratory exercises include the characterization and identification of microbes using sterile techniques as well as current molecular methods in microbiology. Six hours classroom a week. *Prerequisite: two Biology courses numbered between 120 and 128 or Environmental Studies 131, 132. Offered every other year.*

**330. Neurobiology** This course takes a cellular approach to the structure and function of nervous systems. Integrated laboratory and classroom study focus on the physical and chemical properties of neurons that make them different from other cells, and the relationships between neurons that allow nervous systems to interpret the environment and to generate behavior. Extracellular and intracellular electrical recording methods are used extensively, and are supplemented and neurochemical and anatomical techniques such as high-pressure liquid chromatography and immunocytochemistry. *Prerequisite: two Biology courses numbered between 120 and 128.*

**333. Physiology** A study of physiological mechanisms in the animal kingdom, stressing the structural and functional bases of biological activities. Emphasis is on vertebrate organs and organ systems. Laboratory includes experimental physiological studies of selected organisms. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128.*

**334. Vertebrate Biology** An integrated lecture and laboratory study of the anatomy, embryology, physiology, and evolution of vertebrates. Representative live and dissection specimens are studied from the perspective of structure and function. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128.*

**335. Microanatomy** An integrated study of the functional microanatomy of vertebrates. This course will examine the microscopic anatomy of cells, tissues, organ, and organ systems and their interrelationships. The laboratory portion of the course will cover methods of contemporary histologic technique and will include independent experimental projects. *Prerequisite: two Biology courses numbered between 120 and 128. Offered every other year.*

**340. Photobiology** An integrated study of the effects of light upon living organisms at the molecular, organismic, and ecosystem levels. Examines the regulatory role of light in a variety of biological responses, as well as application of the principles of photobiology to current problems in medicine and agriculture. Includes lecture/discussion, laboratory, and student research projects. *Prerequisites: two Biology courses numbered between 120 and 128. Offered every two years.*

**342. Biochemistry** Introduction to the chemistry of living systems, with emphasis on their molecular organization, metabolic pathways, energetics, and regulation. The chemical bases for biological phenomena are extensively examined. Causes and consequences of metabolic disorders will also be considered. The laboratory portion of the course focuses on methods used to study the properties and behavior of biological molecules and their functions in cellular metabolism. *Six hours classroom/laboratory a week. Prerequisite: Chemistry 242. This course is cross-listed as Chemistry 342.*

**380. Immunology** A team-taught study of the biological and chemical aspects of the field of immunology. The areas covered include immunochemistry, immunogenetics, cell-mediated immunity, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experimental investigation. Also listed as Chemistry 380. *Prerequisites: One Biology course numbered between 120 and 128 or Chemistry 242 or Biology 313 or permission of the instructor. Offered every other year.*

**401. Special Topics** An in-depth study of specialized subject areas of biology. Some recent topics included Experimental Virology, Ornithology, and Histology. Topic, course structure, credit, and instructor will be announced by preregistration. *Prerequisite: two Biology courses numbered between 120 and 128 and permission of the instructor. Offered occasionally.*

**412. Seminar** Through detailed study of the primary biological literature, students acquire an understanding of the methodology and philosophy of scientific research. Includes study of the formulation of



hypotheses, the design of experiments or observations to test these hypotheses, and the interpretation of results. Subject matter varies based upon the interests of instructor and students. This course satisfies the requirement for a research experience for the biology major. *Prerequisite: two Biology courses numbered between 120 and 128, and one upper-level biology course.*

**417. Molecular Genetics** A study of the molecular aspects of gene structure and function. Course topics include recombinant DNA techniques, regulation of gene expression, oncogenes, tumor suppressor genes, molecular developmental genetics, and human molecular genetics. The laboratory studies utilize contemporary, molecular methods to explore DNA organization and function. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128, Biology 317.*

**421. Symbiosis** A concentrated study of the biology of association between dissimilar organisms, including representative parasites of man. Readings in the recent literature, examination of different levels of intimacy through selected field and laboratory exercises with living and preserved organisms, and directed individual research projects exploring less well known associations will be employed in the learning experience. *Six hours classroom a week. Prerequisite: two Biology courses numbered between 120 and 128, and one 300-level biology course, and permission of the instructor. Offered occasionally.*

The following course is offered in January term:

**304. Field Study of Marine Carbonate Environments (Bahamas)** An intensive off-campus field course examining the biological, chemical, geological, and physical processes and patterns in modern and ancient tropical marine carbonate environments. Human impact on these fragile environments will also be considered. An in-depth examination of all major sub-environments on San Salvador Island, Bahamas will be followed by independent study research projects. *Prerequisite: Geology/Environmental Studies 221 (Oceanography) and permission of the instructor. Cross-listed with Environmental Studies and Geology. Offered every other year.*

## CHEMISTRY

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### FACULTY

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Cindy Samet, Associate Professor of Chemistry, Chair

Michael S. Holden, Associate Professor of Chemistry, Alfred Victor duPont Chair in Chemistry

R. David Crouch, Associate Professor of Chemistry

Ashfaq Bengali, Associate Professor of Chemistry

Amy Witter, Assistant Professor of Chemistry

Pamela J. Higgins, Visiting Assistant Professor of Chemistry

The chemistry department program and facilities are fully accredited by the American Chemical Society.

### MAJOR

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141, 241, 242, 244, 341, 342, 351, 352, one other course and a research experience. In addition: Physics 141, 142 or 131, 132 and Math 161, 162 (or 151,152) are required. The research experience may be one of the following:

- a. an independent research course in chemistry
- b. an off-campus internship for chemistry credit
- c. research experience not covered by the above but deemed equivalent by the chemistry department.

*Note:* Any student desiring certification by the American Chemical Society should consult with department chair at the time of declaring a major.



## MINOR

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141 and 5 courses in chemistry, excluding 109, 111, 112.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 141, 241; Math 161 (or 151 & 152), 162

Second Year: 242, 244; Physics 141, 142 (or 131,132)

Third Year: 341, 351; 342, 352

Fourth Year: Advanced chemistry courses; Independent Research

*Note:* Students interested in going abroad should consult with the department to plan an appropriate schedule.

## TEACHER CERTIFICATION

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Students interested in preparing for teaching Chemistry in high school should schedule a major in Chemistry and should plan to follow the Teacher Certification Program their senior year. The Director of Teacher Education in the Education Department should be consulted during the sophomore year.

## INDEPENDENT STUDY OR RESEARCH

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Independent study or research is available to students who are prepared for it. Normally this requires the completion of 141 as a minimum, and for most independent research projects more advanced courses are required. Interested students should talk with faculty members in the Department to arrange a topic for independent work.

Chemistry majors are required by the Chemistry Department to complete an approved research experience. This experience gives the researcher an insight and depth of understanding of Chemistry that can be obtained in no other way. Some students fulfill their requirement with an approved off-campus industrial or academic internship.

## HONORS IN THE MAJOR

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"Honors in Chemistry" recognizes the combination of outstanding grades, outstanding laboratory work and an outstanding independent research project. Students interested in pursuing Honors should discuss possibilities and requirements with their adviser.

## COURSES

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**109. Special Topics in Chemistry** This course is designed for non-science majors who are interested in the field of chemistry. Each semester different topics, such as Marine Chemistry, Chemistry in *The New York Times*, The Chemistry of Art and The History of Chemistry will be used to show the relevance of chemistry to everyday life. Field trips may be an integral part of the course, depending on the special topic. *Three hours classroom per week.*

**\*111, 112. General Chemistry** Some fundamental concepts of atomic structure, bonding, states of matter, and chemical reactions. Basic principles of organic chemistry and biochemistry. Applications in everyday life are emphasized. *Three hours classroom and two hours laboratory a week. This course sequence will not count toward major or minor requirements in biology or chemistry. Students who decide to pursue chemistry courses after completion of 111 or 112, must enroll in 141. Students will not receive graduation credit for both 111 and 141, or both 112 and 241. Prerequisite for Chemistry 112 is 111.*

**141. Foundations of Chemistry** An introduction to the principles of chemistry in a laboratory-centered course. Three broad topics are studied: chemical reactivity, atomic and molecular structure as the basis of



reactivity, and chemical equilibrium. Emphasizes repeating themes, such as periodicity, reactivity, and stoichiometry.

**210. Environmental Chemistry** An interdisciplinary course emphasizing fundamental and descriptive aspects of the sources, reactions, transport, and effects of chemical species in water, soil, air, and living systems. The laboratory portion of this course will focus on techniques which are utilized to detect the presence and reactivity of these chemicals in the environment. *Three hours classroom and (1) four hour laboratory a week. Prerequisite: 141 or permission of the instructor.*

**241. Synthesis and Reactivity I** The major focus of this course is on the reactivities of organic and inorganic molecules; this is an extension of the study of the covalent bond that was studied in Chemistry 141. Topics include reaction types and mechanisms, stereochemistry, nomenclature, and spectroscopic methods. Laboratory work involves the synthesis, analysis and identification of organic and inorganic molecules. *Three hours classroom and four hours laboratory a week. Prerequisite: 141.*

**242. Synthesis and Reactivity II** This course continues the study of the reactivities of organic and inorganic molecules started in 241. Particular emphasis is placed on unsaturated systems. Laboratory work continues investigations into the synthesis, analysis, and identification of organic and inorganic molecules begun in 241. *Three hours classroom and four hours laboratory a week. Prerequisite: 241.*

**244. Equilibrium Systems** The fundamentals of chemical thermodynamics will be presented with a view towards providing an understanding of the concept of chemical equilibrium. Introductory concepts in chemical kinetics will also be discussed. Laboratory will focus on experiments illustrating the principles of thermodynamics and chemical kinetics. *Three hours classroom and four hours laboratory a week. Prerequisites: 141, Math 162 or concurrent enrollment.*

**341. Energy and Structure** Examines how the Quantum Theory, and in particular the Schrödinger Equation, makes possible the determination of translational, rotational, and vibrational energies of molecules, and how spectroscopy experimentally determines the energy and hence structure of atoms and molecules. *Three hours classroom a week. Prerequisites: 141, Math 162 and Physics 141 or 131, or concurrent enrollment, or permission of the instructor.*

**342. Biochemistry** Introduction to the chemistry of living systems, with emphasis on their molecular structures, chemical properties, metabolic pathways, kinetics, and energetics. The chemical bases for biological phenomena are extensively examined. The laboratory will focus on the methods used to study the properties and behavior of biological molecules. *Six hours classroom/laboratory a week. Prerequisite 242. This course is cross-listed as Biology 342.*

**351. Modern Chemical Analysis** Applications of chemical equilibrium and modern chemical analysis including quantitative analytical chemistry and instrumental analysis. Emphasis on acid/base equilibria, metal-ion equilibria, electrochemistry, spectrophotometry, and separation methods will be covered. *Two 50-minute lecture periods and three hours laboratory a week. Prerequisite: 141 or permission of the instructor.*

**352. Integrated Laboratory** This course sequence emphasizes extended individual and group projects that cross the traditional boundaries between analytical, biological, inorganic, organic, and physical chemistry. Students use a wide variety of advanced laboratory techniques to solve chemical problems that demonstrate the interdependence of these traditional areas of chemistry. Students are expected to communicate the results of their work in oral and written presentations. *Two four-hour sessions a week. Prerequisites: 342 and 351 or concurrent enrollment.*

**355. Bioorganic Chemistry** This course covers applications of organic chemistry to biological systems. Topics include the techniques used to study bioorganic pathways as well as the mechanisms of selected bioorganic processes. *Three hours classroom per week. Prerequisite: 242.*

**380. Immunology** A team-taught study of the biological and chemical aspects of the field of immunology. The areas covered include immunochemistry, immunogenetics, cell-mediated immunity, and immunopathology. Emphasis in the class and the laboratory will be on the process and analysis of experi-



mental investigation. *Also listed as Biology 380. Prerequisite: Biology 112 or Chemistry 242 or Biology 313 or permission of the instructor. Offered every other year.*

**431. Inorganic Chemistry** Atomic and molecular structure, modern principles of chemical bonding, chemical trends and the periodic table, coordination chemistry, reaction mechanisms of ligand substitution, transition metal chemistry, and chemistry of selected transition and representative elements. *Three hours classroom a week. Prerequisite: 341.*

**442. Case Studies in Biochemistry** Topics, such as prion proteins and DNA repair, will be used to reinforce basic concepts in Biochemistry in addition to exposing students to the current literature. The course will consist of a combination of lectures, discussions, and student presentations. *Three hours classroom a week. Prerequisite: Biology/Chemistry 342.*

**490. Advanced Topics in Chemistry** Topics may be drawn from areas such as heterocycles, natural products, medicinal chemistry, food and nutrition, industrial chemistry, organic synthesis, inorganic synthesis, nuclear magnetic resonance, measurement including computer applications, spectroscopy, statistical thermodynamics, and catalysis. *Three hours classroom a week. Prerequisite: Permission of the instructor.*

## CLASSICAL STUDIES

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### FACULTY

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R. Leon Fitts, FSA, Asbury J. Clarke Professor of Classical Studies, Chair

Christopher A. Francese, Associate Professor of Classical Studies

Marc Mastrangelo, Assistant Professor of Classical Studies

Christofilis Maggidis, Christopher Roberts Chair in Archaeology, Assistant Professor of Classical Studies

### CONTRIBUTING FACULTY

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Melinda Schlitt, Associate Professor of Art History

Ted Pulcini, Associate Professor of Religion

### MAJOR

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A major in Classical Studies consists of ten courses, in one of the following combinations:

- A. 6 courses in Latin above 102, including at least one at the 300 level, 2 courses in Greek at any level, and two other courses in classical civilization.
- B. 6 courses in Greek above 102, including at least one at the 300 level, plus 2 courses in Latin, and two other courses in classical civilization.
- C. 8 courses in Latin above 102, including at least one at the 300 level, and two other courses in classical civilization.
- D. 8 courses in Greek above 102, including at least one at the 300 level, and two other courses in classical civilization.

### MINOR

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A minor in Classical Studies consists of six courses, in one of the following combinations:

- A. Five courses in Latin above 102, including one at the 300 level, and one other course in classical civilization.
- B. Five courses in Greek above 102, and one other course in classical civilization.
- C. Three courses in Latin or Greek above 102, and three other courses in classical civilization.



## TEACHER CERTIFICATION

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Certificates for secondary teaching of both Latin and Greek are offered. Interested students should contact the department. Students planning secondary school teaching are urged to seek advice from the Director of Teacher Education.

## INDEPENDENT STUDIES AND HONORS IN THE MAJOR

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Independent studies and honors projects are available. Contact the department chairperson for details.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Many majors have taken advantage of the Intercollegiate Center in Rome and the College Year in Athens (instruction in English by American professors under the American system), Durham University, and Advanced Studies in England (ASE).

The department also offers opportunity in the summer for students interested in archaeology: 1) program led by Prof. R. Leon Fitts and co-sponsored by the Department of Archaeology, Durham University, England, Roman site in Scotland; 2) archaeological survey, excavation and museum research at Mycenae with Prof. Christofilis Maggidis.

## COURSES

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### GREEK

\*101, 102. **Beginning Attic Greek** All the fundamentals of Greek grammar and syntax as well as the acquisition of vocabulary. By the conclusion of the second semester students will be prepared to read classical authors in the original.

103. **Introduction to Modern Greek** This course is an introduction to Modern Greek language and literature, designed for students with no previous knowledge of Modern Greek language. The course focuses on the development of the students' ability to speak, understand, read and write in Modern Greek; special emphasis is placed on grammar, syntax, and acquisition of vocabulary. Furthermore, through a wide variety of themes and material, ranging from everyday situations, conversations, newspapers and magazines to Modern Greek songs, movies, theatrical performances, poetry and prose, the students will be also familiarized with every basic aspect of Modern Greek culture and civilization. *Offered every year.*

104. **Elementary Modern Greek** This course is a continuation of the study of Modern Greek language and literature on an elementary level, and focuses on the development of the students' ability to speak, understand, read and write in Modern Greek; review of grammar and syntax, and expansion of vocabulary. Furthermore, through a wide variety of themes and material, ranging from everyday situations, conversations, newspapers and magazines to Modern Greek songs, movies, theatrical performances, poetry and prose, the students will be also familiarized with every basic aspect of modern Greek culture and civilization. *Prerequisite: 103. Offered every year.*

111. **Introduction to Greek Prose** Review of syntax and selected readings from Plato, Attic oratory, or other prose authors. Discussion of literary techniques and supplemental readings in English provide historical and cultural context. *Prerequisite: 102 or the equivalent.*

112. **Introduction to Greek Poetry** Selected readings from Homer with emphasis on poetic style and composition. Supplementary readings in English help stimulate discussion of literary, historical, and cultural topics regarding epic poetry. *Prerequisite: 102 or the equivalent.*

116. **Intermediate Modern Greek** This course is a continuation of the study of Modern Greek language and literature on an intermediate level, designed for students with a solid background in Modern Greek. The course focuses on the development of the students' ability to fluently speak, understand, read and



write in Modern Greek. Furthermore, through a wide variety of themes and material, ranging from everyday situations, conversations, newspapers and magazines to Modern Greek songs, movies, theatrical performances, poetry and prose, the students will indulge in every basic aspect of Modern Greek culture. *Prerequisite: 104. Offered every year.*

221. **The Greek New Testament** Readings in Greek from the Gospels and the Apocalypse. Consideration is given to syntax and style, the characteristics of Koine Greek, and the thought and intention of the writers. Gospels and Apocalypse in alternate years. *Prerequisite: 102 or the equivalent.*

222. **Philosophical Writers** Readings in Greek Philosophy including authors such as the Presocratics, Plato, Aristotle, or others. Supplementary readings in English provide historical context and an introduction to certain issues in ancient philosophy. *Recommended: 112 or the equivalent.*

233. **Herodotus** Selected readings from The Persian Wars, supplemented with reading of the text in English. Attention is paid to the nature of history and historical writing. *Recommended: 112 or the equivalent. Offered every two years*

234. **Greek Tragedy** A play from the corpus of Aeschylus, Sophocles, or Euripides will be read. Readings in English focus discussion on the authors' poetic style, purpose, and the historical context within which the writing occurred. *Prerequisite: 112 or the equivalent. Offered every two years.*

331. **Thucydides** Selected readings from The Peloponnesian Wars, supplemented with reading of the text in English. Particular attention is paid to issues of historiography and Thucydides' place among historians. *Prerequisite: one course at the 200 level or the equivalent. Offered every two years.*

332. **Greek Comedy** Play(s) from the corpus of Aristophanes will be read. Readings in English help stimulate discussion of structure, technique and political-historical context of Aristophanes' comedy. *Prerequisite: at least one course at the 200 level or the equivalent. Offered every two years.*

393, 394. **Seminar** Readings and conferences on selected areas of Greek literature. Research skills are emphasized. *Prerequisite: at least one course at the 200 level. Offered occasionally.*

## LATIN

\*101, 102. **First-Year Latin** All the fundamentals of Latin grammar and the study of vocabulary. These courses prepare students to read classical authors in the original.

111. **Introduction to Roman Prose** Review of syntax and selected readings from prose authors, with study of literary technique and discussion of supplementary readings in English. *Prerequisite: 102 or the equivalent.*

112. **Introduction to Roman Poetry** Selected readings from Catullus and Ovid, with focus on poetic technique, and discussion of supplementary readings in English. *Prerequisite: 102 or the equivalent.*

233. **Roman Historians** Readings from Roman historians such as Sallust, Caesar and Livy, with study of Roman political values. *Prerequisite: 112 or the equivalent.*

234. **Ovid** Selections from the Metamorphoses with study of the more important Greek and Roman myths and their modern reception. *Prerequisite: 112 or the equivalent.*

241. **Early Christian Latin** Selections from Augustine's Confessions, Prudentius' Psychomachia, and/or the corpus of Claudian and Ausonius. Attention is paid the intellectual and literary culture of the late 4th century AD. *Prerequisite: 112 or the equivalent. Offered every two years.*

242. **Vergil, Aeneid** Selections from the epic, with emphasis on Vergil's literary aims and technique. *Prerequisite: 112 or the equivalent. Offered every third years.*

331. **Cicero** Letters and speeches, with stress on the political life of the age of Cicero. *Prerequisite: at least one course at the 200 level. Offered every third year.*



## CLASSICAL STUDIES

343. **Lyric and Elegy** Selections from Horace and elegists such as Propertius and Tibullus, with focus on their literary technique and tradition. *Prerequisite: at least one course at the 200 level. Offered every two years.*

351. **Tacitus** Readings in the Annals, with emphasis on Roman historiography, Tacitus as historian and historical source. *Prerequisite: at least one course at the 200 level. Offered every third year.*

352. **Roman Satire** Readings from the satires of Juvenal or Horace with study of Roman social life in the early Principate. *Prerequisite: at least one course at the 200 level.*

393, 394. **Seminar** Readings and conferences on selected areas of Latin literature. Emphasis on research skills. *Prerequisite: at least one course at the 200 level. Offered occasionally.*

## CLASSICAL CIVILIZATION

200. **Special Topics in Classical Civilization** This course undertakes topics, issues, and texts in Classical Civilization which are not otherwise offered in the Classical Studies Curriculum. The areas may include literary, historical, or philosophical topics from Bronze Age Greece to Christian Rome. Will meet either Division I or Division II distribution requirement depending upon topic. *Prerequisite: one other class in Classical Studies or permission of the instructor.*

### Classical Literature and Mythology

100. **Greek and Roman Mythology** A general introduction to the texts and narratives of the chief myths of Greece and Rome and their impact on Western civilizations with special reference to the fine arts: music, sculpture, painting, and literature. *This course will fulfill neither a distribution nor a major requirement.*

110. **Tragedy and Comedy in Greek Literature** This course begins with a study of tragic and comic elements in the Homeric Illiad and Odyssey. The formal origins of Greek Tragedy and Comedy are then traced. There are extensive readings in the tragedies of Aeschylus, Sophocles, and Euripides, and in the comedies of Aristophanes and Menander. The course includes a careful consideration of Aristotle's Poetics and a review of some modern theories on the nature and significance of tragedy and comedy in ancient Greece. The literature is read in English translation. This course will fulfill a literature requirement in the arts and humanities distribution requirement. *Offered every other year.*

120. **Roman Private Life** Aspects of Roman History (c. 100 BC to AD 100), including family, role and power of women, sexuality, slavery and its variants, work, the environment and its pollution, medicine, reproduction and its management, religion, philosophies, magic, gladiatorial and animal shows, and chariot racing. Readings include modern historians and primary documents (in translation). *Offered every two years.*

130. **Women in Antiquity** This course examines the lives and roles of women in three periods of Greco-Roman antiquity: Classical Greece, Late Republic/ Early Empire Rome, and Early Christian Rome. Topics include the ancient construction of gender, sexuality, marriage, and the social and legal status of women. Literary and artistic remains provide the basis of writing and discussion which will be informed by current anthropological and feminist approaches. *Offered every two years.*

## CLASSICAL ARCHAEOLOGY

221. **Greek Art and Archaeology** A general introduction to the art and archaeology of ancient Greece from Prehistoric to Hellenistic times: Bronze Age civilizations (Cycladic, NE Aegean and Trojan, Minoan, Helladic/Mycenaean); Protogeometric, Geometric, Archaic, Classical, and Hellenistic Greece. A survey of architecture (temple, secular funerary), sculpture, vase-painting, monumental painting, metalwork, and minor arts of these periods, both on mainland Greece and in the Greek colonies (Asia Minor, Pontus, Syria, Phoenice, Egypt, S. Italy and Sicily); comparative study of typological, iconographical, stylistic, and technical aspects and developments; styles and schools, regional trends, historical contextualization of ancient Greek art and brief consideration of socio-economic patterns, political organization, religion, and writing. Evaluation of the ancient Greek artistic legacy and contribution to civilization. Field trips to archaeological collections and Museums. *This course is cross-listed with Archaeology 120. Offered every fall.*



**224. Roman Archaeology** A survey of the archaeology of ancient Italy ca. 800 BC to AD 400. Particular attention is devoted to the study of the development of civilization and culture at Rome, Pompeii, Herculaneum, Ostia and Britain. *This course is cross-listed as Archaeology 130. Offered every other spring.*

## CLASSICAL HISTORY

**251. Greek History** A survey of the history of ancient Greece from 700 to 400 BC. Particular attention is devoted to the relationship of Sparta and Athens, the development of democracy and the cultural achievements of the fifth century BC. *Offered every other fall.*

**253. Roman History** A survey of the history of ancient Rome from 133 BC to AD 69. Particular attention is devoted to issues and men who brought about the fall of the Republic and the creation of the Empire of Rome. *Offered every other fall.*

The following courses are offered abroad:

**211. Roman Vistas** A four-week course conducted in Italy (the Bay of Naples; Rome and its environs). The course is designed to integrate the study of ancient sites and artifacts with relevant readings from Latin literature. *Admission by permission of the instructor.*

**212. Greek Vistas** A four-week course conducted in Greece and Crete. The course is designed to integrate study of ancient sites and artifacts with relevant readings from Greek authors. *Admission by permission of instructor.*

**301. Fieldwork in Classical Archaeology** Archaeological excavation for four to six weeks in a selected location of the ancient Greek and Roman worlds. The dig provides training for students who have had no previous experience in the techniques of field archaeology. Past excavations sponsored by the department have concentrated in Northern England, at Iron Age and Roman sites. The excavation is a joint Project with the University of Durham, Durham, England *Admission by permission of the instructor. This course is cross-listed as Archaeology 301.*

## COMPARATIVE CIVILIZATIONS

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### CONTRIBUTING FACULTY

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Harry D. Krebs, Professor of East Asian Studies, Coordinator  
T. Scott Smith, Professor of Physics and Astronomy

### COURSES

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**102. Selected Problems in Civilizational Analysis** Exploration of some problem of general human significance as it has been dealt with by two or more of the world's major civilizations.

**105. Non-Western Civilizations** A sustained study of a particular non-Western civilization: India, China, Japan, civilizations of the Middle East, Africa, or ancient America.

**200. Special Topics in Non-Western Studies** Exploration of topics of general human significance as they have been dealt with in one or more of the world's non-Western civilizations.

**490. Issues in Comparative Civilizational Studies** A faculty-student seminar intended for the joint discussion of questions of method and substance arising in the comparative study of civilizations. *Prerequisite: Permission of the instructor(s).*

No major or minor is offered in the program.

Courses offered in other departments which fulfill the distribution requirement in comparative civilization are listed each semester in the registration booklet.



## CREATIVE WRITING

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### MINOR:

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This minor may be undertaken in conjunction with any major at the College; it is not an emphasis within the English major. Within the minor, students must select an area of concentration in either fiction or poetry. Required classes for the minor:

ENGL 218: Creative Writing: Fiction or Creative Writing: Poetry. Students must take this course in the genre of their concentration. This is an introductory course in which students read complete exercises and write stories or poems to be discussed in class.

Two additional courses at the 200 level that focus on creative or critical writing. These courses may include but are not limited to English 212, 214, and 220.

ENGL 339 (when topic is Craft of Poetry or Craft of the Short Story) Students must take this course in the genre of their concentration. This course focuses on literature from the perspective of the writer (as opposed to the critic), tracing the development of the form of the genre.

ENGL 318 (when topic is Advanced Poetry or Advanced Fiction) Students must take this course in the genre of their concentration. This is a workshop course that focuses on advanced techniques in the genre.

One 300-level literature course. This course can be taken in any department, in any language. This course should emphasize the genre of the student's concentration.

ENGL 418: Senior Workshop. Students must complete one substantial body of work in their chosen genre. This course may combine poets and fiction writers or may be taught as a tutorial.

## DANCE & MUSIC

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*see also* Theatre & Dance; Music

Inter-arts major in coordination with the Department of Music and the Department of Theatre & Dance

### FACULTY

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Members of the Department of Theatre & Dance and the Department of Music

### PRINCIPAL ADVISERS

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Amy Ginsburg, Associate Professor of Theatre & Dance; Director of Dance (on leave 2002-03)

Blake Wilson, Associate Professor of Music

### MAJOR

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This major integrates studies in history, theory, and practice of the arts of dance and music. The core curriculum consists of the following 10 courses: Theatre & Dance 102, 104, 204; Music 101, 102, 125, 126, and 354; plus two credits of dance technique (or Theatre & Dance 200 plus one course in dance technique). To complete the major, students take the three courses for either of the following tracks:

#### Research Track:

Theatre & Dance 314  
Music 245, 246

#### Practicum Track:

Theatre & Dance 220, 304  
Music 255, 256

For course descriptions, see Theatre & Dance and Music.



# EAST ASIAN STUDIES

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## FACULTY

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Harry Krebs, Professor of East Asian Studies, Chair

Rae Yang, Associate Professor of Chinese Language and Literature and East Asian Studies (on leave 2002-03)

Minglang Zhou, Assistant Professor of East Asian Studies

Neil Weissman, Professor of History, Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College

David Strand, Charles A. Dana Professor of Political Science (on leave 2002-03)

Ann M. Hill, Associate Professor of Anthropology

Michael J. Fratantuono, Associate Professor of International Studies, Business and Management

Dengjian Jin, Assistant Professor of International Business and Management

Neil J. Diamant, Assistant Professor of Asian Law and Culture

Michiko Suzuki, Instructor in Japanese

Etsuko Inoguchi, Visiting Instructor in Japanese Languages and Literature

## MAJOR

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11 courses.

### Required Courses:

1. Japanese 211, 212 or Chinese 211, 212
2. (Students must take three of the following four courses)
  - East Asian Studies 101
  - History 120
  - Religion 130
  - Political Science 254
3. East Asian Studies 490

**Electives:** (Students will select five of the following courses, no more than two from one group for credit toward the major.)

1. Art & Art History 208
  - Art & Art History 210
  - East Asian Studies 201
  - East Asian Studies 202
  - East Asian Studies 203
  - East Asian Studies 205
  - Religion 230
  - Religion 330
  - Philosophy 246
2. Japanese 231, 232, 361, 362
  - Chinese 231, 232, 361, 362
3. East Asian Studies 206
  - Anthropology 231
  - Anthropology 232
  - Comparative Civilizations 105 (when topic relevant)
  - Economics 245
  - History 360
  - History 361
  - History 215



- History 404 (when topic is relevant)
- Political Science 255
- Political Science 290 (when topic is relevant)
- Other courses in South or Southeast Asia

## COURSES

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**101. Introduction to East Asia** An interdisciplinary study of East Asian civilizations. The course provides a framework for understanding by introducing students to traditional social and cultural patterns in East Asia and to the variety of transformations that have taken place there.

**201. Chinese Literature** This course enables students to grasp the various literary genres as they developed in Chinese history from earliest times to the present. The course also explores how that literature reflected and directed Chinese cultural concepts.

**202. Japanese Literature** This course is an introduction to Japanese literature from its earliest written records up to the modern era. It involves an investigation of the problems of critical literary analysis in a culture that has generated its own genres and forms as well as having borrowed extensively from those of its Chinese and Western neighbors.

**203. Studies in East Asian Literature** Selected topics in East Asian Literature; e.g., Chinese Women in Literature, Modern Japanese Literature, Pre-Modern Japanese Literature.

**205. Studies in East Asian Humanities** Selected topics in East Asian humanities: e.g., Japanese Women, Modern China through Film, Women's Images in Chinese Film, Japanese Architecture. This course satisfies the Division I.A. or Division I.C. distribution requirement, depending on topic and Comparative Civilizations.

**206. Studies in East Asian Society** Selected topics in East Asian society: e.g., Modern Japanese Culture, Chinese Society, Chinese Emperors, The Chinese City. *This course satisfies the Division II and Comparative Civilizations distribution requirement.*

**490. Senior Research** Leading to a senior thesis and jointly supervised by at least two faculty in the program.

The following course is offered in China:

**207. China Practicum** An intensive in-country introduction to Chinese culture and society intended to open up China to students who have not been able to devote two years to the study of Mandarin Chinese. Based in Beijing, China, it will introduce students to aspects of Chinese society and culture, linking classroom study to on-site visits. Because China Practicum is designed as a topics field course, its class content and field trips will change to reflect faculty expertise and curricular needs.

## CHINESE

**101, 102. Elementary Chinese** A study of the fundamentals of Mandarin Chinese, including grammar, reading, and writing using both traditional and simplified characters, pinyin romanization, pronunciation, and conversational skills. *Offered every other year, depending upon demand.*

**\*211, 212. Intermediate Chinese** An enhancement of the oral and written skills of elementary language study. In addition, students will learn to use dictionaries to translate original literary works. Extra conversational work will be included, geared to understanding and participating in Chinese culture. *Prerequisite: 102, or the equivalent. Offered every other year, depending upon demand.*

**\*231, 232. Advanced Chinese** Advanced reading, writing, speaking, and understanding of the Chinese language for students who have completed Chinese 212. This course aims to enhance the students' understanding of Chinese culture and introduce them to issues in contemporary China through reading and discussion. *Prerequisite: 212 or the equivalent.*



\*361, 362. **Advanced Chinese II** Reading of selected literary works by modern Chinese writers and articles from Chinese newspapers and magazines. These courses involve more sophisticated conversation and composition on important social, political, and economics issues in China. *Prerequisite: 232 or permission of the instructor.*

## JAPANESE

\*101, 102. **Elementary Japanese** These courses establish the basic language skills including listening, speaking, reading and writing. These courses also provide students with a brief overview of Japanese culture.

\*211, 212. **Intermediate Japanese** The aim of these courses is the mastery of the basic structure of Japanese language and communicative skills. The student will have an opportunity to get to know more of Japanese culture. *Prerequisite: 102 or permission of the instructor.*

\*231, 232. **Advanced Japanese** The emphasis in these courses is placed on enhancing the students' fluency and acquiring increasingly creative skills through composition, oral presentation and discussion. *Prerequisite: 212 or permission of the instructor.*

\*361, 362. **Advanced Japanese II** The emphasis in these courses is placed on polishing and refining the students' language skills. Emphasis is placed on covering more sophisticated materials such as newspapers, magazine articles, film and literature. *Prerequisite: 232 or permission of the instructor.*

## ECONOMICS

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### FACULTY

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Charles A. Barone, Professor of Economics, Chair  
 Gordon Bergsten, Associate Professor of Economics (on leave 2002-03)  
 William K. Bellinger, Associate Professor of Economics  
 Sinan Koont, Associate Professor of Economics  
 Edward A. McPhail, Assistant Professor of Economics  
 Nicola Tynan, Assistant Professor of Economics  
 Kristin E. Skrabis, Part-time Assistant Professor of Economics

### CONTRIBUTING FACULTY

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Stephen E. Erfle, Associate Professor of International Business and Management  
 Michael J. Fratanuono, Associate Professor of International Studies, Business and Management

### MAJOR

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Economics 111, 112, 268, 278, 288, three other economics electives, and a senior economics seminar are required for the major. Two of the economics electives must be at the 300 level or above. In addition, majors are required to take Math 161 (or 152) and Math 121.

### MINOR

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Six economics courses including 111 and 112 and four other economics electives at the 200 level or above.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: Fall: 111, and Math 161 (or 151), or Math 121; Spring: 111 or 112 and Math 161(or 152) or Math 121



## ECONOMICS

Second Year: Fall: 111 or 112 or 268, 278, or 288, and Math 161 or Math 121; Spring: 112 and 268, 278, or 288

Third Year: Fall: 268, 278, or 288 and 200 or 300 level economics electives; Spring: 268, 278, or 288 and 200 or 300 level economics electives. Note: There is enough scheduling flexibility for study abroad in the junior year.

Fourth Year: Fall: Senior Seminar and/or 200 or 300 level economics elective; Spring: Senior Seminar and/or 200 or 300 level economics elective

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Each faculty member has special fields of study and will usually be available for advice in that area. No more than two independent study or tutorial study enrollments may be counted toward the major and they must conform to the appropriate level within the major.

## HONORS IN THE MAJOR

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Any student with a 3.33 average in the major may undertake a two-course independent research project. Honors in the major will be awarded if the two courses are over and above the nine required courses, if a grade of A or A- is earned on the project, and if the departmental oral examination on the project is successfully completed.

## COURSES

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**100. Contemporary Economics** A general introduction to the subject matter and analytical tools of economics as a social science, with particular emphasis on contemporary economic issues such as poverty, inequality, unemployment, inflation, international trade, environmental deterioration, economic growth, competition, and monopoly. Designed for those not intending to major in economics or who want to find out what economics is all about. *This course does not count towards the major or minor in economics. Students who have taken 111 and/or 112 cannot take this course for credit.*

**111. Introduction to Microeconomics** A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon consumer demand and upon the output and pricing decisions of business firms. The implications of actions taken by these decision-makers, operating within various market structures, upon the allocation of resources and the distribution of income are examined. Special attention is given to the sociopolitical environment within which economic decisions are made.

**112. Introduction to Macroeconomics** A study of the fundamentals of economic analysis and of basic economic institutions, with particular emphasis upon national output, employment, and price levels. The monetary and financial system is explored together with problems of economic stability. Monetary and fiscal policy procedures are analyzed and evaluated in light of the current economic climate. Special attention is given to the historical development of major economic institutions. *Prerequisite: 111.*

**214. A Contemporary Economic Issue** A current economic topic that has important public policy implications is examined. The topic, to vary from time to time, will be announced prior to registration. *Prerequisite: 111 and/or 112 or 100 depending on the topic.*

**222. Environmental Economics** A study of human production and consumption activities as they affect the natural and human environmental systems and as they are affected by those systems. The economic behavioral patterns associated with the market economy are scrutinized in order to reveal the biases in the decision-making process which may contribute to the deterioration of the resource base and of the quality of life in general. External costs and benefits, technological impacts, limits to economic growth, and



issues of income and wealth distribution are examined. A range of potential policy measures, some consistent with our life style and some not, are evaluated. *This course is also cross-listed as Environmental Studies 222. Prerequisite: 111 or 100.*

**223. American Capitalism** Who rules America? Economically? Politically? Culturally? Drawing on critical perspectives from political economy, American Studies, and Sociology, this interdisciplinary course examines how power is structured in American capitalism across institutions including the social relations of production and distribution, corporations, and markets. Special attention is given to the ways in which powerful economic groups and organizations are able to exert economic control, influence government, and dominate American institutions, such as the media, that shape American culture. *Prerequisite: 100 or 111 recommended but not required.*

**225. Poor in America** This course explores the cultural and ideological basis of American beliefs about economic inequality and poverty as well as the nature, extent, and causes of poverty. It focuses on labor markets from economics and political economy perspectives, and it covers human capital and education, job availability and skill requirements; race, class, and gender discrimination; and upward and downward mobility. The history of anti-poverty and welfare policy, as well as current policy debates, is also explored. *Prerequisite: 100 or 111 recommended but not required.*

**234. Economic Anthropology** An anthropological approach to economic production and exchange. Focus on non-Western societies where production and distribution of goods are institutionalized within political, religious, and kin groups. Place of markets in societies cross-culturally. Strategies of economic development and the consequences for rural poverty. This course is taught by the anthropology department and cross-listed as 334. *Prerequisite: 100 or 111/112. Anthropology 101 is recommended.*

**236. Latin American Economies** The goal of this course is to survey the economic history, environment, and institutions of Latin American countries, as well as the current problems facing Latin America and their possible solutions. Among the topics to be considered are the region's colonial heritage, industrialization strategies, agricultural reforms, debt crises, attempts at regional integration (including NAFTA), and efforts to revise the role of the state. *Prerequisite: 100 or 111/112, or permission of the instructor.*

**243. The Economics of Labor Unions** The exploration of the determinants of labor union power, the nature of union goals and behavior, and the impact of unions on the economy, as well as recent issues affecting the labor movement. These issues are examined through a review of historical events, the labor relations systems of other countries, and U.S. labor law, as well as institutional and neoclassical economic theory. *Prerequisite: 111.*

**244. Law and Economics** Economic analysis is playing an increasing role in legal thought. This course analyzes the role of government and the law in the economy, and the role of rational economic analysis in legal thought. Issues from tort, contract, property, antitrust, and criminal law are examined. Examples are drawn from the fields of pollution control, insurance, medical malpractice, and product liability. *Prerequisite: 100 or 111.*

**245. The Political Economy of Japan** This course examines economic and political developments that have taken place in Japan from 1955 to the present. Course topics include the record of economic growth; economic welfare; the Japanese model of political economy; Japanese-style industrial policy; industrial structure; financial markets; macroeconomic relationships and policy; labor markets; the state of technology; Japanese foreign economic policy; U.S.-Japanese economic relationships; and Japan's role in the global system.

**248. The World Economy** This course, designed for nonmajors, is less theoretical than Economics 348. The focus is on current trends, policies, and institutions. Topics that are explored include: the theory of free trade; protectionism; the balance of payments and the international monetary order; the Common Market; trade policy and the Third World; and imperialism and multinational corporations. Where appropriate, a variety of viewpoints will be considered. *Prerequisite: 100 or 111/112. This course does not count toward the major in Economics, but qualifies for the minor.*



**268. Intermediate Macroeconomic Theory** Neoclassical theories of economic behavior in the aggregate. Models will be used as a framework for analyzing the determination of the level of national output and for explaining fluctuations in employment, the price level, interest rates, productivity, and the rate of economic growth. Policy proposals will be appraised. *Prerequisite: 111 and 112 and Math 121.*

**278. Intermediate Microeconomic Theory** Neoclassical theory of relative prices of commodities and productive services under perfect and imperfect competition. The role of prices in the allocation and distribution of resources and commodities. Economic behavior of individual economic units like consumers, firms, and resource owners. *Prerequisite: 112 and Math 161 or 152.*

**288. Contending Economic Perspectives** A study of heterodox economic theories including radical, post-Keynesian, institutional, steady state, and neo-Austrian economics. The historical evolution of these different perspectives is traced and the core theory and methods of each is appraised. *Prerequisite: 100 or 111/112.*

**314. Special Topics** See Economics 214 above. Special advanced topics. *Prerequisite: 268 and/or 278 and/or 288 depending on topic.*

**332. Economics of Natural Resources** This course uses microeconomics to analyze the use and conservation of natural resources, including energy, minerals, fisheries, forests, and water resources, among others. Broad themes include the roles of property rights, intergenerational equity, and sustainable development in an economy based on resource exploitation. *Prerequisite: 278.*

**344. Public Finance** Theoretical analysis of the interaction of the public and private sectors emphasizing problems of allocation and distribution. Topics include economic rationales for government, public expenditure theory, redistribution of income, collective decision making, and taxation. Neoclassical approaches predominate; however, some alternative approaches will be explored. *Prerequisite: 278 or permission of the instructor.*

**347. Money and Banking** A study of the role of money and credit in the U.S. economy. The nature of money, the structure of the banking system in the context of a rapidly changing financial institutional environment, and the Federal Reserve System are examined. Various theories of money as guides to monetary policy are compared and contrasted. Neoclassical approaches will predominate, although some alternative approaches will be explored. *Prerequisite: 112 or 100. Recommended: 268.*

**348. International Economics** An analysis of the determinants of international trade patterns, the causes and consequences of public policies to control trade, the operation of the international monetary system, and its effect on national economies. In addition, rich and poor country relationships, theories of imperialism, and the emerging role of multinational corporations are considered. While the neoclassical approach dominates, alternative paradigms will be explored. *Prerequisite: 268 and 278.*

**349. Political Economy of the Third World** An analysis of the causes of and proposed solutions to world poverty from an international political economy perspective. Includes a study of the colonial legacy of the Third World, underdevelopment as a regressive process, alternative development strategies, social and political structures, and simple growth and planning models. Neoclassical, structuralists, dependency, and Marxist approaches are explored. Designed for economics majors and other students interested in international studies and Latin American Studies. *Prerequisite: 111 and 112, or 100. Offered every other year.*

**350. Industrial Organization and Public Policy** A study of the relationships between market structure, conduct, and economic performance in U.S. industry. Emphasis will be on the manufacturing sector and specific industries will be examined. A brief introduction to antitrust and regulation is also covered. Debate within the main stream is examined. *Prerequisite: 278.*

**351. The Economics and Politics of Regulation** This course examines the political and economic underpinnings of regulation in the American economy and the economic effects of those regulations. Topics covered include the political economy of regulation, direct regulation of monopoly market, and public policy towards non-monopoly sources of allocative inefficiency. *Prerequisite: 278.*



**353. The Economics of Labor** An analysis of labor market issues and policies. Topics covered include discrimination, anti-discrimination policy, the minimum wage, health and safety policy, and other labor market policies and institutions. While the neoclassical approach dominates, other approaches will be explored. *Prerequisite: 278 or permission of the instructor.*

**371. Topics in Economic History** An introduction to a variety of controversial issues in European and American economic history. Topics include the transition from feudalism to capitalism, the effects of British mercantilist policies on the colonies, the economics of slavery, and what caused the Great Depression. Emphasis is on issues in 19th- and 20th-century U.S. economic history. A variety of theoretical perspectives are explored. *Prerequisite: 111 and 112.*

**376. Alternative Economic Systems** A study of the goals and means of economic systems that are fundamentally different from our own. The systems considered are both theoretical models, such as those of perfectly competitive capitalism and market socialism, and actual cases, such as the Soviet Union, China, Yugoslavia, Japan, and Cuba. Countries studied vary. *Prerequisite: 111 and 112.*

**473. History of Economic Thought** A critical appraisal of the origins and evolution of significant economic theories. Selected writings are analyzed in detail as representative expressions of major paradigms within the discipline. *Prerequisite: 111 and 112.*

**474. Econometrics Theory** and applications of multiple regression analysis. The specification and estimation of econometric models, hypothesis testing, and interpretation of results. Emphasis is on practical applications from macro- and microeconomics using both cross-section and time-series data. *Prerequisite: 268, 278, Math 121 and 161 or 152.*

**475. Mathematical Economics** Selected topic, to be announced prior to registration, in theoretical or applied economics, using mathematical or statistical techniques. *Prerequisite: 268 and/or 278 plus Math 161 or 152 or permission of the instructor.*

**495, 496. Economics Seminar** A reading, research, and conference course on a selected economics topic. Student seminar choices must be approved by the department. *Prerequisite: 268, 278, and 288 or permission of the instructor.*



## EDUCATION

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### FACULTY

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**Pamela S. Nesselrodt**, Associate Professor of Education, Chair, Director of Teacher Education

**J. Brooks Tuttle**, Assistant Professor of Education

**Lance Landauer**, Visiting Assistant Professor of Education

**Michael B. Kline**, William W. Edel Professor of Humanities (French)

**Robert W. Cavenagh, Jr.**, Director of Instructional Technology, Part-time Associate Professor of Art and Education

**William G. Durden**, President of the College, Part-time Professor of Education

**Robert J. Massa**, Vice President for Enrollment, Student Life and College Relations, Part-time Professor of Education

### CERTIFICATE

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Upon completion of the Education Program, required PRAXIS series testing, and the baccalaureate degree, students are eligible for Pennsylvania's secondary school (grades 7-12) certification in their major areas. Pennsylvania has reciprocity agreements with 46 other states. For students interested in elementary school certification, Dickinson has an articulation agreement with the Master of Arts in Teaching (MAT) at Johns Hopkins University. The department does not offer a major or a minor. Specific information about requirements and the program can be obtained from the Department of Education.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: Begin Major Field, Education 121

Second Year: Education 231

Third Year: Education 331; Application to the program

Fourth Year: Professional Semester

*NOTE:* Students going abroad during the junior year should plan to take Education 331 during the second year and apply to the program before their departure.

### TEACHER CERTIFICATION PROGRAM

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The teacher education program consists of (1) foundational course work and (2) the professional semester in teacher education. Certification programs include biology, chemistry, earth and space science, English, environmental science, French, general science, German, Greek, Italian, Latin, mathematics, physics, Russian, Spanish, social science (pending PDE approval) and citizenship education (pending PDE approval). Social science certification requires a major in anthropology, psychology, or sociology with coursework in the other two areas. Citizenship Education requires a major in history, political science, or economics with coursework in the other two areas.

### FOUNDATIONAL COURSE WORK

Ed. 121: Social Foundations of Education; Ed. 231: Development and Diversity; Ed. 331: Educational Psychology.

### PROFESSIONAL SEMESTER

Ed. 433: Theory and Pedagogy for Teaching; Ed. 434: Theory and Techniques of Teaching Modern Languages (one-half course for language majors); Ed. 443: Educational Evaluation (one-half course); Ed.



451: The Use of Instructional Technology (one-half course); Ed. 461-462: Student Teaching (two courses); Ed. 463: Student Teaching Seminar (one-half course)

## TEACHERS FOR TOMORROW

The Teachers for Tomorrow program promotes and supports students pursuing a career in K-12 education. The program enhances teacher preparation through the creation of a student-directed community that brings participants into contact with leading educators, interesting schools and professional organizations. It offers a \$10,000 grant after participants have taught for four years in any American K-12 school. For more information, see the TFT Web site at the Department of Education or contact TFT advisers, Professor Michael Kline or Professor J. B. Tuttle.

## COURSES

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**121. Social Foundations of Education** A survey of the legal, philosophical, political, and sociological contexts of American education. Students examine the ideals and the day-to-day practices of our system through introduction to research on the following topics: competing definitions of an educated person, the university and the community college, the comprehensive high school, school politics at the local, state, and national levels, the Supreme Court and desegregation, reform movements, and the teaching profession and teachers' unions.

**231. Development and Diversity in Education** An examination of physical, cognitive, psychological and educational development theories and research as they apply to classroom teaching. Issues related to inclusion, exceptionalities, race, class, gender, and learning styles will be explored. Students learn adaptive instructional and behavioral strategies as tools for teaching all students at the elementary and high school levels. The course has a 20 clock hour required field experience. The field-component involves assignment with a cooperating teacher in an area secondary school. Transportation is the responsibility of the student. Learning logs, reflective journals, and directed observations accompany the field assignment. *Note: Students must seek an Act 33 clearance, Act 34 clearance and/or FBI check and a negative TB Time Test prior to beginning field work.*

**331. Educational Psychology** A focus on psychological theories of learning and current teaching practices in secondary school classrooms. Students read, interpret, and report educational research, review models of instruction, engage in team projects, and complete a 30-hour field-based laboratory experience. The field-component involves assignment with a cooperating teacher in an area secondary school. Transportation is the responsibility of the student. Learning logs, reflective journals, and directed observations accompany the field assignment. *Prerequisites: 121, 231, and a completed application to the certification program. In addition, students must seek an Act 33 clearance, Act 34 clearance and/or FBI check with a negative TB Time Test.*

**391. Topics in Education** This course is organized around several research topics, such as: literacy and numeracy, schooling in cities, the history of Western educational thought, the liberal arts curriculum, systems of schooling in European and Asian countries, graduate and professional schools, the testing industry, political education, and the Supreme Court and public schooling. *Open to juniors and seniors.*

## THE PROFESSIONAL SEMESTER

4.5 week block of intensive coursework and 12 weeks of full-time supervised student teaching

**433. Theory and Pedagogy for Teaching** In this practicum, student teachers learn and practice the general and discipline-specific methods for teaching in a secondary setting. Choosing appropriate materials and methods, planning for delivery and evaluation, and delivery and critique of planned lessons comprise the daily expectations in this practicum. During the block, students spend one day each week in the cooperative school setting preparing for the full-time student teaching experience. *Prerequisite: 121, 231, 331, and admission to the professional semester.*



**434. Theory & Technique of Teaching Modern Languages** This one half-credit course will introduce foreign language student teachers to theoretical and practical aspects of teaching modern languages, with special emphasis on their place in public schools. Students will study the history of language teaching, linguistics, and second-language acquisition theories, as well as the approaches, methods, and strategies in language instruction. *Prerequisite: 121, 231, 331, and admission to the professional semester: one-half course.*

**443. Educational Evaluation** An introduction to evaluation principles and techniques focusing on both teacher-constructed tests and standardized measurement instruments including testing terminology, types of instruments, selection procedures, and techniques for administering, scoring, tabulating, and interpreting test data. Authentic assessment is explored as well. Concepts related to reading in the content area will be included in this course. *Prerequisite: 121, 231, 331, and admission to the professional semester: one-half course.*

**451. The Use of Instructional Technology** An introduction to devices, techniques, and media available to today's educator. Computer use is an important course component, as are video and more traditional media. Students prepare materials and gain experience through clinical workshop sessions. *One-half course.*

**461-462. Student Teaching** Students teach full-time for 12 weeks in the cooperative assignment. Note: the semester is one week longer for student teachers, ending on the first Friday of finals. Both the College supervisor and the cooperating teacher provide observation and evaluation of student teacher performance. Travel and personal expenses incurred are the responsibility of the student. *Two full courses. Prerequisite: 121, 231, 331, admission to the professional semester, and successful demonstration of necessary teaching competencies in all block courses.*

**463. Student Teaching Seminar** An integrative seminar devoted to the on-going study of teaching pedagogy and practical problem solving in the classroom assignment. Topics vary depending on the interests and needs of the students, but may include professional associations, content-specific pedagogy, exceptional children and inclusion issues, education resources, and classroom management. Field trips and guest lectures are expected. *One-half course. Meets 13 weeks, one afternoon for two hours coinciding with student teaching. Prerequisite: 121, 231, 331, and admission to the professional semester.*



# ENGLISH

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## FACULTY

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Sharon O'Brien, James Hope Caldwell Professor of American Cultures and Professor of English and American Studies

Thomas L. Reed, Jr., Professor of English

Robert P. Winston, Professor of English

B. Ashton Nichols, Charles A. Dana Professor of English Language and Literature, Chair

David L. Kranz, Professor of English

Robert D. Ness, Associate Professor of English

K. Wendy Moffat, Associate Professor of English

Sharon M. Stockton, Associate Professor of English and Director of Writing (on leave Fall 2002)

Carol Ann Johnston, Associate Professor of English, Martha Porter Sellers Chair in Rhetoric and the English Language (on leave 2002-03)

Susan Perabo, Associate Professor of English, Writer-in-Residence

Adrienne Su, Assistant Professor of English, Poet-in-Residence

Tyra L. Seldon, Assistant Professor of English and American Studies

Margaret Homberger, Visiting Assistant Professor of English

Judy Gill, Director of the Writing Center, Instructor in English

Joshua Kupetz, Visiting Instructor in English

## MAJOR

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Ten courses, of which the following are required: two at the introductory level (101, 220), four advanced courses (320-399) and 403, 404. Two of the advanced courses must involve study of works created before 1800; two, of works created after 1800.

Students may declare an English major in the semester in which they are enrolled in English 220. When they declare, students and their faculty advisers will jointly design a schedule of advanced courses which, taking into account student interests, offers some breadth in approach and subject matter while enabling an examination of a particular area in some depth. Students will be polled before their senior experience about these areas of interest; seminars will be offered in these or related areas; workshops will group students according to their areas of interest.

Transfer students and others who need a special schedule for completing the major must have their programs approved by the chairperson.

## MINOR

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Six courses, including the two introductory courses (101, 220) and a minimum of three courses at the advanced literature level (320-399), at least one of which must involve works written before 1800.

## TEACHER CERTIFICATION

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Majors who wish to secure certification must take the following courses, preferably before enrolling in the professional semester of teacher certification: English 211, 212, or 214; English 213; English 403/404. Also, two courses in literature written before 1800 and two courses in literature written after 1800. Students should select courses in American, English, and World literature to fulfill the certification requirements. Interested students should seek advice from both their adviser and the Director of Teacher Education.



## INDEPENDENT RESEARCH AND INDEPENDENT STUDY

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Independent research is open to junior and senior majors. Independent studies in both literature and writing are open to sophomores, juniors, and seniors. The department distributes a list of professors and their specialties to assist students in developing suitable projects. Proposals are normally submitted during the semester before the study is to be undertaken.

## HONORS IN THE MAJOR

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A student who wishes to be considered for honors in the major must be recommended by the faculty member who is instructing the section of 403/404 in which the student is enrolled. Each candidate must produce a manuscript of truly extraordinary merit (breadth, depth, and sophistication), beyond the normal standards of the grade of "A." A project recommended for honors shall have come about as a result of one's independent research culminating during the workshop semester (404), and shall be awarded only by a vote of the English Department upon the recommendation of a faculty committee appointed by the Chair.

An additional option exists for students who wish to pursue honors in a creative writing project. In this case, the project will be called English 550: Independent Research and shall be undertaken in addition to the regular 403/404 sequence. The student assumes the responsibility to locate appropriate faculty direction for such a project, and at its conclusion the director shall decide whether or not to recommend the student's work for honors.

## INTERNSHIPS

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Students who are interested should gain experience by writing for *The Dickinsonian* or *The Dickinson Review*, the college's literary journal. English majors have done internships with state and local government agencies, newspapers, public relations firms, and the media.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Majors and prospective majors should investigate opportunities early in their sophomore year. The Dickinson Program in Norwich, England, and other overseas programs can be integrated into an English major's curricular requirements. The department chairperson should be contacted for details.

## CO-CURRICULAR PROGRAM

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### BELLES LETTRES SOCIETY

Founded in 1786, the Belles Lettres Society is one of the oldest active literary societies in the country. In addition to sponsoring a variety of events for Dickinson writers and readers, Belles Lettres publishes *The Dickinson Review*, a national literary magazine, and *Bonfire*, an all-student literary magazine.

## COURSES

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### INTRODUCTORY COURSES

These courses are designed to introduce students to serious literary study from a variety of perspectives, both intrinsic and extrinsic. They consist of entry-level courses in the major, the first of which is also offered for students who do not intend to major in English.

101. **Texts and Contexts** Close reading (formal analysis) of texts interpreted in the contexts (e.g., cultural, historical, biographical, economic, political) that shape and are shaped by them. Topics may include the African novel, early American literature, Caribbean literature, Shakespeare on film, the romance, the quest, images of women, 19th-century literature, contemporary American fiction, and American Indian literature.



**220. Critical Approaches and Literary Methods** An introduction to the variety of basic questions that one may ask about a literary text and its audience. Study of a limited selection of texts using a number of critical approaches (e.g., formal, generic, reader-response, feminist, psychological) along with closely supervised instruction in the format and basic elements of critical writing. *Prerequisite: 101. Does not fulfill the Division I. b distribution requirement.*

## RHETORIC, LANGUAGE, AND WRITING COURSES

These courses, open to majors and non-majors alike, explore the nature of language and the rhetorical practices of expository and/or creative writing. *These courses do not fulfill the Division I. b distribution requirement.*

**100. English Composition** Especially useful to students for whom English is a second language. Seminars, small group tutorials, or individualized instruction involving closely supervised practice in effective writing, with emphasis on basic skills. *Prerequisite: permission of the instructor. Does not count toward an English major.*

**211. Expository Writing** A course in expository prose which focuses on the writing process itself, emphasizing the organization of ideas and development of style. Seminars, group tutorials, or individual instruction.

**212. Writing: Special Topics** A course in analytical thinking and writing which develops expository skills through the exploration of such topics as literature, popular culture, sport in American life, and journalism. Seminars, workshops, group tutorials, or individual instruction.

**213. Structure of English** The origin and growth of British and American English, along with a survey of grammatical notions and methodologies from the traditional to the transformational.

**214. Teaching Writing: Theory and Practice** Instruction in rhetorical theory and the teaching of writing. Intended primarily for training student consultants in the Dickinson College Writing Program. *Prerequisite: permission of the instructor.*

**218. Creative Writing** A workshop on the writing of fiction, poetry, drama, or the personal essay.

**312. Advanced Expository Writing** Recommended for students with demonstrated competence in writing skills, this course pays special attention to sophisticated critical analysis, development of ideas, and style. *Prerequisite: permission of the instructor on the basis of a writing sample.*

**318. Advanced Creative Writing** Writing and discussion of fiction, poetry, and drama. *Prerequisite: 218 or permission of the instructor.*

## ADVANCED COURSES IN LITERATURE, THEORY, AND FILM

These courses represent extended discussions of the various questions that can be asked in literary studies, or expanded versions of the critical approaches that can be undertaken, and are so organized below. These courses will often emphasize, moreover, the conflicts among different critical perspectives and may feature a number of pedagogical innovations to further that emphasis. Finally, these courses will ask students to participate, orally and in writing, at advanced levels. *NOTE: for all 300-level American literature courses, prerequisites are 220 or American Studies 202 (American Studies majors only) or permission of the instructor.*

**Studies in Literature and Theory (320-329)** Courses that highlight one or two critical perspectives in considering a body of literature or explore one or more literary theories.

**320. History of Literary Theory** A historical survey of Western conceptions of the use and meaning of literature, from Aristotle to the present. *Prerequisite: 220 or permission of the instructor. Does not fulfill the Division I. b distribution requirement.*



**327. Feminist Theory** Explores the connections between gender and literary expression by considering a variety of feminist theories (e.g., literary, cultural, psychoanalytic, deconstructionist) and primary texts. *Prerequisite: 220 or permission of the instructor. Does not fulfill the Division I. b distribution requirement.*

**329. Special Topics in Literature and Theory** May include Shakespeare and psychology, word and image, the dark side of human nature, new historicism and the romantics, or Marxist approaches to the detective novel. *Prerequisite: 220 or permission of the instructor.*

**Studies in Form and Genre (330-339)** Courses that focus upon the formal properties of various works, or study genres as they develop within or across historical periods and/or cultures.

**334. The Lyric** The lyric poem as English and American poets developed it from the 17th through the 20th century. *Prerequisite: 220 or permission of the instructor.*

**335. Film Studies** Study of classic and other films grouped in a variety of ways. Topics may include Shakespeare and the cinema, world film, and the European cinema. *Prerequisite: 220 or permission of the instructor.*

**339. Special Topics in Form and Genre** May include Renaissance tragedy, the romance, development of the novel, 17th- to 18th-century satire and its classical models, or autobiography and memoir. *Prerequisite: 220 or permission of the instructor.*

**Studies in Literature and Culture (340-349)** Courses that emphasize the interplay of texts and their cultural or multicultural contexts.

**345. Women Writers** Explores the connections between gender and literary expression by examining the social, cultural, and literary patterns linking the lives of women writers with their works. *Prerequisite: 220 or permission of the instructor.*

**348. Native American Novel** Explores the American Indian experience in the novels of such authors as Momaday, Silko, Welch, McNickle, and Allen. *Prerequisite: 220 or permission of the instructor.*

**349. Special Topics in Literature and Culture** May include new literatures in English, African writing, twice-told tales, the emergence of the novel, Irish literature, and popular literature. *Prerequisite: 220 or permission of the instructor.*

**Studies in Literature and History (350-389)** Courses that focus upon the intersections and mutual influences of history and literature.

**A. Studies in Literature written before 1800 (350-359)** Courses, variously configured, involving works written by a number of authors within or across a number of literary periods up to 1800.

**350. Studies in Medieval Literature** Explores texts written from the 9th to the 15th century in England and on the continent. Topics may include the medieval romance, 14th-century literature, and the literature of courtly love. *Prerequisite: 220 or permission of the instructor.*

**352. Studies in Renaissance Literature** Examines texts written in England from the late 15th to the late 17th century. Topics may include Renaissance drama, the Elizabethan sonnet, and 17th-century poetry. *Prerequisite: 220 or permission of the instructor.*

**354. Studies in Restoration and 18th-Century Literature** Study of texts written in England from the late 17th to the end of the 18th century. Topics may include the poetry, drama, or prose fiction of the period. *Prerequisite: 220 or permission of the instructor.*

**358. Studies in Early American Literature** Concentrates on texts produced before 1830 in America. Topics may include witchcraft at Salem, early American poetry, fiction in early America, and the origins of the American literary tradition. *Prerequisite: 220 or permission of the instructor.*

**359. Special Topics in Literature before 1800** Focuses on texts and historical contexts that span the peri-



ods noted above. Topics may include medieval and Renaissance drama, images of women in medieval and Renaissance literature, Shakespeare's Chaucer, or culture and anarchy in the 18th century. *Prerequisite: 220 or permission of the instructor.*

**B. Studies in 19th- and 20th-Century Literature (360-379)** Courses, variously configured, which involve, for the most part, works written from the early 19th century to the mid-20th century in Britain (including its empire) and the United States.

**360. Studies in 19th-Century British Literature** Examines works written by a number of authors in the Romantic and Victorian eras. Topics may include Romantic and Victorian poetry and the 19th-century novel. *Prerequisite: 220 or permission of the instructor.*

**364. Studies in Modern Fiction and Poetry** Examines works by a number of authors in the modernist tradition. Topics may include the modern novel or modern Anglo-American poetry. *Prerequisite: 220 or permission of the instructor.*

**366. Studies in Drama** Examines the dramatic literature of the Western world from the formative period of the late 19th century to the middle of the 20th century, with emphasis on performance values and close reading of scripts. Topics may include modern drama and American drama. *Prerequisite: 220 or permission of the instructor.*

**370. Studies in American Literature** Explores texts written in America after 1830, for the most part. Topics may include the American renaissance, American autobiography, and American poetry. *Prerequisite: 220 or permission of the instructor.*

**374. The American Novel** Examines novels by a number of authors in the context of American history. *Prerequisite: 220 or permission of the instructor.*

**376. The American Short Story** Explores short stories by selected authors considered in the context of American history. *Prerequisite: 220 or permission of the instructor.*

**379. Special Topics in 19th- and 20th-Century Literature** May include romantic postmodernism, the Irish renaissance, post-colonial literature, the Edwardians, and political literature between the world wars. *Prerequisite: 220 or permission of the instructor.*

**C. Studies in Contemporary Literature (380-389)** Courses, variously configured, involving works written by a number of authors from the mid-20th century to the present.

**383. Contemporary American Fiction** Study of novels, short stories, and (fictive elements in) autobiographies by contemporary Americans, with special attention to interconnections between literature and the era. *Prerequisite: 220 or permission of the instructor.*

**387. Contemporary Drama** Drama in the contemporary Western world with emphasis upon performance values and close reading of scripts. Plays by O'Neill, Sartre, Beckett, Ionesco, Pinter, Williams, Miller, Mamet, Stoppard, Fugard, and others. *Prerequisite: 220 or permission of the instructor.*

**389. Special Topics in Contemporary Literature** May include contemporary American poetry, post-modern British and American fiction, Anglo-Irish poetry, and contemporary women writers. *Prerequisite: 220 or permission of the instructor.*

## AUTHORIAL STUDIES (390-399)

Courses devoted to the literary corpus of one or two authors, with special emphasis on the interaction between the authors' lives and their art, and on the question of their canonical status.

**390. Chaucer** The poet and his century, with emphasis on *The Canterbury Tales*. *Prerequisite: 220 or permission of the instructor.*

**392. Shakespeare** A selection of plays and poems, seen from various critical perspectives, which emphasizes the development and distinctiveness of the author. *Prerequisite: 220 or permission of the instructor.*



394. **Milton** Detailed study of the poetry and prose with emphasis on the development of Milton as a poet. *Prerequisite: 220 or the permission of the instructor.*

399. **Topics in Authorial Studies** May include Donne and Herbert, Pope, Austen in her time, Wordsworth, Willa Cather, Woolf, Hemingway and Faulkner, or Toni Morrison. *Prerequisite: 220 or permission of the instructor.*

### THE SENIOR EXPERIENCE

This final two-semester sequence of courses in the major seeks to draw upon the student's critical and creative independence by offering seminars and workshops whose topics are shaped partly by student interest.

\*403, 404. **Senior Literature Seminar and Workshop** Demonstration, under close supervision, of a command of the critical reading and writing expected of a student major in English. Various topics and approaches. Each workshop requires students to share discoveries and problems as they produce a lengthy manuscript based on work in the previous seminar and on new research. *Prerequisite: normally at least four courses at the advanced literature level (320-399). Open to seniors and second-semester juniors only.*

## ENVIRONMENTAL STUDIES AND ENVIRONMENTAL SCIENCE

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### FACULTY

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Candie C. Wilderman, Professor of Environmental Science  
Michael K. Heiman, Professor of Environmental Studies and Geography, Chair  
Brian S. Pedersen, Assistant Professor of Environmental Science (on leave Fall 2002)  
Lauren S. Imgrund, Director of the Alliance for Aquatic Resource Monitoring (ALLARM)  
Alissa Barron, Assistant Director of the Alliance for Aquatic Resource Monitoring (ALLARM)  
Jennifer Halpin, Director of the Dickinson College Organic Garden Project

### CONTRIBUTING FACULTY

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Kjell Enge, Associate Professor of Anthropology  
Susan M. Feldman, Professor of Philosophy  
Marcus Key, Associate Professor of Geology  
Carol Loeffler, Associate Professor of Biology  
B. Ashton Nichols, Charles A. Dana Professor of English Language and Literature  
Jeffrey Niemitz, Professor of Geology  
Noel Potter, Professor of Geology  
Theodore Pulcini, Associate Professor of Religion  
John Stachacz, Librarian, Library Resources  
Nicola Tynan, Assistant Professor of Economics  
Amy E. Witter, Assistant Professor of Chemistry  
Janet Wright, Associate Professor of Biology

### MAJORS

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**Environmental Studies Major:** All majors take the core curriculum consisting of 111, 131, 132, 222, 330, 335 or 340, 406 and Math 120 or 121. Environmental Studies majors must then take an additional lab



science, an internship or independent study, and four courses which form a focus cluster.

**Environmental Science Major:** All majors take the core curriculum consisting of 111, 131, 132, 222, 330, 335 or 340, 406 and Math 121. Environmental Science majors must then take Chemistry 141, and either one 100-level course in Geology, two 100-level Biology courses (120-128), Physics 131 and 132 or Physics 141 and 142, and four science courses that form a focus cluster.

## MINOR

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The following five courses: 111, 131, 132, 222, 406 and one of the following three courses: 330, 335 or 340.

## SUGGESTED FOUR YEAR PROGRAM

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### ENVIRONMENTAL STUDIES

First Year: Environmental Studies 131, 132; Economics 100 or 111

Second Year: Environmental Studies 111 and 222; Math 120 or 121; Environmental Studies 335 or 340

Third Year: Focus cluster courses (on campus or abroad); additional lab science

Fourth Year: Environmental Studies 330 and 406; focus cluster courses; internship

### ENVIRONMENTAL SCIENCE

First Year: Environmental Studies 131, 132; Economics 100 or 111

Second Year: Environmental Studies 222; Environmental Studies 335 or 340; any two 100-level Biology courses (120-128) OR one 100-level Geology course; Chemistry 141; Math 120 or 121

Third Year: Focus cluster courses (on campus or abroad)

Fourth Year: Environmental Studies 111, 330 and 406; focus cluster courses

*NOTE:* Students considering either major are advised to consult with a member of the Environmental Studies Department. Since courses listed for any term may be offered at the same time or not offered due to faculty availability, it is essential to be flexible in planning and choosing courses. To minimize problems, satisfy major and distribution requirements as early as possible.

## TEACHER CERTIFICATION

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Students may be certified for secondary school teaching in Environmental Studies by completing a major in Environmental Studies or Environmental Science, 3 core courses in Education, and the Professional Semester of student teaching (4.5 credits). Certification also requires that students have a 2.50 GPA overall and a 2.75 GPA in Certification course work. See the Director of Teacher Education in the Department of Education for more information.

## INDEPENDENT RESEARCH AND INDEPENDENT STUDY

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The ES Department encourages students who demonstrate maturity, motivation and academic preparedness to undertake independent research and independent study projects.

Independent study allows a student to pursue an academic interest outside the listed course offerings. The study may include experimental (lab or field) work, library research and reading, and may culminate in several short papers, a single paper, or any other project acceptable to the supervising faculty member and the student.

Independent research, like independent study, allows a student to pursue an academic interest outside the listed course offerings, but it involves primary research which is largely self-initiated and self-directed. Typically the results of independent research are presented at a professional conference, regional meeting or other public forum.



Students interested in pursuing independent study or independent research should make arrangements with supervising faculty no later than the registration period.

### HONORS IN THE MAJOR

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The guidelines for department honors are available through the Department Chairperson.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Environmental Studies students are encouraged to participate in a program in Costa Rica, Central America, at the Center for Sustainable Development Studies, sponsored by the Dickinson Environmental Studies Program. Other recommended programs include the Dickinson Science Program in Norwich, England, where environmental studies and science majors can take courses at an internationally-known environmental science center at the University of East Anglia; the School for Field Studies which offers full-semester programs in biological conservation and resource management at centers around the world; and the Dickinson Program in Queensland, Australia, which offers a wide variety of excellent Environmental Science courses.

### CO-CURRICULAR PROGRAM

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**ALLARM:** [www.dickinson.edu/allarm](http://www.dickinson.edu/allarm) The Alliance for Aquatic Resources Monitoring (ALLARM) is a department-sponsored organization that partners with Pennsylvania communities who are working to document and mitigate the effects of water pollution through volunteer-based water quality monitoring programs. Founded in 1986 by Professor Candie Wilderman, ALLARM is staffed by Dickinson students under the supervision of the Director, Lauren Imgrund. ALLARM staff work with communities to provide technical support, training and assistance. Staff are responsible for volunteer recruitment and training, development of laboratory and field sampling protocols, maintenance of a quality control/quality assurance program, publicity, community presentations, office management, data management, data analysis and interpretation and publication of a newsletter. Contact Lauren Imgrund, Director of ALLARM for internship and employment opportunities ([imgrund@dickinson.edu](mailto:imgrund@dickinson.edu)).

**Dickinson College Organic Garden:** [www.dickinson.edu/storg/sisa/](http://www.dickinson.edu/storg/sisa/) The focus of the Dickinson College Garden is to provide a venue for on-going research, teaching and practicing of diverse farming practices. The Organic Garden Project aims to cultivate an environment where students, faculty, and community members can engage in an interactive learning experience. It has the flexibility to change with the seasons, academic year, and interests of the local and Dickinson College community, while maintaining chemical-free food for the Carlisle area. Contact Jennifer Halpin, Director of Dickinson College Organic Garden for volunteer and employment opportunities ([halpin@dickinson.edu](mailto:halpin@dickinson.edu)).

### COURSES

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**111. Environment, Culture, and Values** A study of the effects of scientific, religious, and philosophical values on human attitudes toward the environment and how these attitudes may affect our way of life. By focusing on a particular current topic, and by subjecting the basis of our behavior in regard to that topic to careful criticism, alternative models of behavior are considered together with changes in lifestyle and consciousness that these may involve. *This course satisfies the Division I.a. distribution requirement.*

**131, 132. Environmental Science** An integrated, interdisciplinary study of natural environmental systems and man's impact on them. Basic concepts of ecology and energy will be examined and utilized to study world resources, human population dynamics, pollution, and pollution control. Field study will be emphasized. *Three hours classroom and three hours laboratory a week.*

**202. Energy Resources** *Prerequisite: any 100-level course in Geology or Environmental Studies 132. See course descriptions with Geology 202 listing.*



204. **Mineral Resources** *Prerequisite: any 100-level course in Geology or Environmental Studies 131. See course description with Geology 204 listing.*

214. **Ecological Anthropology** *See course description with Anthropology 214 listing.*

220. **Environmental Geology** *Prerequisite: any 100-level course in Geology or Environmental Studies 131, 132. See course description with Geology 220 listing.*

221. **Oceanography** *See course description with Geology 221 listing.*

222. **Environmental Economics** *Prerequisite: Economics 100 or 111. See course description with Economics 222 listing.*

230. **International Environmental Challenges** Environmental problems, human perceptions of environmental problems, and approaches to solving environmental problems differ around the world. This course will compare environmental challenges in different countries and examine the factors that make each country's environmental situation unique. The international nature of many environmental problems and their solutions will also be explored. *Prerequisite: Two natural science courses or permission of the instructor. Generally offered in Spring in a two-year alternating sequence with 390. Likely to be offered spring 2003, 2004.*

260. **Contemporary Science: Energy and the Environment** *See course description with Science 260 listing.*

310. **Special Topics in Environmental Science** An interdisciplinary intermediate-level approach to the study of environmental problems and policy analysis. The course is project-oriented, with students bringing the experience and perspective of their own disciplinary major to bear on a team approach to the analysis and proposed resolution of an environmental problem. Topics vary depending on faculty and student interests, and on the significance of current affairs. *Three hours of classroom and three hours of laboratory a week. Prerequisite: 131, 132, or permission of instructor.*

311. **Special Topics in Environmental Studies** An interdisciplinary course on special environmental studies topics to be offered on the basis of faculty interest, need, and demand. Recent topics have included loss of biodiversity; sustainable agriculture; and forests, air pollution, and climate change. *No laboratory. Prerequisite: 131, 132 or permission of the instructor.*

314. **Ecology** *Prerequisite: any two 100-level Biology courses numbered between 120 and 128, or Environmental Studies 131, 132. See course description with Biology 314 listing.*

320. **Hydrogeology** *Prerequisite: Geology 220, 231 or permission of instructor. See course description with Geology 320 listing.*

322. **Plant Systematics** *Prerequisite: Biology any two 100-level Biology courses numbered between 120 and 128, or Environmental Studies 131, 132. See course description with Biology 322 listing.*

330. **Environmental Disruption and Policy Analysis** This course examines the interrelationships of people with their environments in advanced industrial societies, studying interest-group positions and the U.S. regulatory response on air and water pollution, toxic and solid waste management, and workplace hazards. It considers the conflicts and compatibility of economic growth, social justice, and environmental quality under capitalism. Local and extended field trips emphasize the students' analysis and interpretation of social and physical parameters at waste repositories and environmental management facilities. *Three hours classroom and four hours laboratory a week. Prerequisite: Environmental studies 131 and 132, or permission of instructor.*

335. **Analysis and Management of the Aquatic Environment** An interdisciplinary study of the aquatic environment, with a focus on the groundwater and surface waters of the Chesapeake Bay drainage basin. This course provides a scientific introduction to the dynamics of rivers, lakes, wetlands, and estuarine systems as well as an appreciation of the complexity of the political and social issues involved in the sustainable use of these aquatic resources. Students conduct an original, cooperative, field-based research project on a local aquatic system that will involve extensive use of analytical laboratory and field equipment.



Extended field trips to sample freshwater and estuarine systems and to observe existing resource management practices are conducted. *Three hours classroom and four hours laboratory a week. Prerequisite: Environmental studies 131 or science major. Generally offered in the fall in a two-year alternating sequence with 340. Likely to be offered Fall 2002, 2005, 2006.*

**340. Analysis and Management of the Terrestrial Environment** An examination of the basic biological, chemical, and physical processes at work in the terrestrial environment; how humans alter and manage the terrestrial environment; and how humans use the resources provided by the terrestrial environment. Illustrative examples will be examined in detail. A variety of analysis methods will be applied in laboratory and field work, and a variety of management activities will be explored on field trips. While the course will focus on the region surrounding the College, broader perspectives will also be considered. *Prerequisite: 131, 132, or any two 100-level Biology courses numbered between 120 and 128. Generally offered in the fall in a two-year alternating sequence with 335. Likely to be offered Fall 2003, 2004.*

**390. Modeling Environmental Interactions** Computer models are widely utilized by environmental professionals for applications such as understanding the effects of air pollutants on trees, determining optimum harvest levels for fisheries, and projecting changes in the Earth's climate. This laboratory course is an introduction to computer simulation modeling of biological, chemical, and physical processes with application to problems in environmental science. Students will develop models using computer spreadsheets; no computer programming experience is necessary. *Prerequisite: four natural science courses and one mathematics course or permission of the instructor. Generally offered in the spring in a two-year alternating sequence with 230. Likely to be offered Spring 2002, 2005.*

**406. Seminar in Advanced Topics in Environmental Studies** An integrative seminar devoted to the study of the interdisciplinary techniques and approaches common to environmental problems and an evaluation of these approaches. Students will read primary literature, conduct and participate in discussions, learn how to define and execute independent research, and participate in group or individual research projects. The topic varies depending on faculty and student interests as well as scholarly concerns in the field. *Prerequisite: Senior standing or permission of the instructor.*

The following course is offered during Summer School only.

**210. Natural Resource Management** This course will examine the management of natural resources (the manipulation of the environment to achieve human goals) at the state, national, and global levels. The course will examine natural resource management in Pennsylvania by studying the role of the Pennsylvania Department of Conservation and Natural Resources as managers of Pennsylvania's 17 million acres of state forest and park land. The course will also examine the nature of wildlife management conducted by the Game Commission and the Fish and Boat Commission. These state management practices and policies will be compared with national and global trends. Other topics will include: soil resources, farming technologies, water resources, and the current political controversy over water and wetlands at the state and federal levels. Other issues pertaining to natural resources will be discussed as appropriate. *This course may satisfy the third course of the natural and mathematic sciences requirement.*

The following course is offered during January term only.

**304. Field Study of Marine Carbonate Environments.** *See course description with Geology 304 listing.*

For more information on the Environmental Studies Department: [www.dickinson.edu/departments/envst](http://www.dickinson.edu/departments/envst)



# FILM STUDIES

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## CONTRIBUTING FACULTY

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Marcelo Borges, Assistant Professor of History

Katharine S. Brooks, Director of Career Development and Advising, Part-time Associate Professor of International Business and Management

Robert W. Cavenagh, Jr., Director of Instructional Technology, Part-time Associate Professor of Art and Education

Mara E. Donaldson, Professor of Religion (on leave 2002-03)

Cyril W. Diggins, Associate Professor of Philosophy

Beverley D. Eddy, Professor of German

Amy E. Farrell, Associate Professor of American Studies (on leave 2002-03)

Michael B. Kline, William W. Edel Professor of Humanities (French)

David L. Kranz, Professor of English, Coordinator

Stephanie G. Larson, Associate Professor of Political Science

Lonna M. Malmsheimer, Professor of American Studies

Nancy C. Mellerski, Professor of French

K. Wendy Moffat, Associate Professor of English

Tullio Pagano, Associate Professor of Italian

Thomas L. Reed, Professor of English

J. Daniel Schubert, Associate Professor of Sociology

T. Scott Smith, Professor of Physics and Astronomy

Stephen Weinberger, Robert Coleman Professor of History

## MINOR

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Six courses: 101 and 201 plus four electives chosen from the list of eligible courses. Courses which can count as electives will be indicated each semester in the course selection booklet.

## COURSES

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**101. Introduction to Film Studies** An introductory study of the preeminent art form of the 20th Century. The course will focus upon the fundamentals of film study as an academic discipline, including formal analysis of film narrative and cinematic technique (the art of film), contextual approaches to film, study of various film genres, and rudimentary experience with film production. Students will be exposed to aesthetically and historically important films from a number of cultural traditions.

**201. The History of Film** An examination of the economic, cultural, technological, generic, formal, and aesthetic evolution of cinematic art, from 19th-century precursors of the motion picture to the current state of world cinema. Between these bookends, the survey might include such developments as the medium's inception in 1895, early international (especially German, Soviet and French) classics in silent film, the rise of Hollywood, the emergence of sound, American censorship and classical Hollywood cinema, pre-war French classics, post-war Italian neo-realism, la nouvelle vague, Asian and third-world cinemas, eastern European and British developments at mid-century, and changes in the American film industry in the Sixties and Seventies. *Prerequisite: 101, or another film course, or permission of the instructor.*

**301. Topics in Film Studies** In-depth analysis and discussion of selected areas in Film Studies not normally covered in other interdisciplinary offerings. Topics may include, for example, auteur studies, genre studies, film theory, and film and popular culture. *Prerequisite: 101 or permission of instructor.*



## ELECTIVES REGULARLY TAUGHT

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### Film Courses:

COCIV 200  
ENGL 101, 213, 403  
FRNCH 230, 358  
GERMN 370  
HIST 315  
PHILO 261, 391  
RELGN 241  
RUSSN 243

### Media Courses:

AMST 200  
POLSC 243, 390  
SOCIO 310, 390

## FRENCH & ITALIAN

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### FACULTY

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Michael B. Kline, William W. Edel Professor of Humanities (French)

Nancy C. Mellerski, Professor of French

Sylvie G. Davidson, Professor of Romance Languages and Literatures (Director, Dickinson College Center in Toulouse, 2002-03)

Catherine A. Beaudry, Associate Professor of French

Tullio Pagano, Associate Professor of Italian, Chair

Dominique A. Laurent, Assistant Professor of French (on leave Spring 2003)

Ted Emery, Assistant Professor of Italian

Marc A. Papé, Assistant Professor of French

Christophe Ippolito, Visiting Assistant Professor of French

Latifah Troncelliti, Visiting Assistant Professor of French & Italian

Lucile Duperron, Visiting Instructor in French

## FRENCH

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### MAJOR

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A minimum of ten courses beyond the 100-level, including 236 and two 300-level courses taken on the Carlisle campus during the senior year, one of which must be a senior seminar.

### MINOR

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Five courses beyond the 100-level, including 236.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: 116, 230; or 230, 236; or 236 followed by 240, or 245, or 246

*NOTE:* Entrance level dependent on the results of a placement examination

Second Year: 230, 236; or 236, followed by 240, 245, or 246

Third Year: Study in Toulouse, France and/or Yaoundé, Cameroon, 255, 256; or two 300-level courses

Fourth Year: Two 300-level courses including one Senior Seminar, plus related electives (e.g. language and literary studies, international studies, History of Modern France, Medieval History, Art History)

*NOTE:* Normally French majors may not take 200-level courses their senior year.



## TEACHER CERTIFICATION

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Students seeking Pennsylvania teacher certification must fulfill requirements for the major, including areas mandated by the Pennsylvania Department of Education, and must take a series of courses in the Education Department. They should identify themselves as early as possible as teacher certification candidates to their adviser and to the director of Teacher Education in the Education Department.

## INDEPENDENT STUDY AND RESEARCH

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Students interested in Independent Study or Independent Research in French should consult with the faculty member with whom they hope to work. Independent Research is usually reserved for the senior year and is considered for Honors in French. In the past students have explored: Woman's Body in the Poetry of the French Renaissance; French Political Theory Before the Revolution; Images of Women in the French Novel; Nationalism in French Music.

## INTERNSHIPS

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Internships may be available for interested students. The Department chairperson or the Coordinator in Toulouse should be consulted for information. Some students have served as interns in Carlisle with the Northeast Conference on the Teaching of Foreign Languages and at the French Embassy in Washington, DC. Students on the Dickinson in France program have interned in Business and Marketing, Public Administration, Applied Sciences and Medicine, The Arts, The Media, and Education.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Junior Year:** All students intending to major in French are strongly urged to plan their program of studies to allow for study abroad during the junior year at Dickinson's Study Center in Toulouse, France and/or in Yaoundé, Cameroon. The coordinators for Dickinson programs in these countries should be consulted with any questions.

**Summer Immersion Program:** The French Department offers a five-week student immersion program in Toulouse at the beginning of each summer. This program, which has a prerequisite of 116 Intermediate French, is of special interest to French minors. The Department chairperson should be contacted for additional information. In addition, the Department offers a five-week summer course in Francophone Studies at the University of Yaoundé, Cameroon.

## COURSES

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**\*101, 104. Elementary French** Complete first-year course. Intensive study of the fundamentals of French grammar, with special attention given to pronunciation and oral expression. Cultural readings in the context of language acquisition.

**116. Intermediate French** Intensive second-year study of French, with attention to grammar review, conversation, reading in a cultural context and some writing. *Prerequisite: 104 or the equivalent.*

**104/116. Accelerated French** An intensive, ten hour per week intermediate French course designed for freshmen who place into 104 on the departmental placement examination and who wish to complete the language requirement in one semester. Especially helpful for those contemplating study abroad, this course makes extensive use of multi-media and interactive computer strategies in the development of conversational and cultural skills. *Two Courses. Prerequisite: 101 or the equivalent.*

**230. Communication in French and Francophone Contexts** Intensive oral and written practice of French in the context of issues and themes such as a sense of place, the lessons of time, the social contract, and intellectual and artistic life. This course makes use of texts, films, multi media and interactive computer strategies in the development of conversational and writing skills. Intended as the gateway to the major or



minor in French and Francophone Studies. *NOTE: This is a Writing Intensive Course. Prerequisite: 116 or the equivalent.*

**236. Introduction to Cultural Analysis** An introduction to the practice of reading and writing about French and francophone themes in an analytical and contextualized way. This course considers how cultural production conveys ideologies, values and norms expressed in both historical and contemporary contexts. *Normally offered as writing-intensive. Prerequisite: 230.*

**240. French Identity** This course examines the representation of French identity from its origins in the Ancien Régime to its present forms. Examples are drawn from history and human geography, politics, economics, aesthetics, religion, and philosophy. Depending on the instructor, these may include, for example, the representation of the State, the tension between Paris and the provinces, the semiotics of social rituals, and other subjects of cultural study. *Prerequisite: 236 or permission of instructor.*

**245. Contemporary Issues in French Society** Designed to give students an understanding of the main tensions and controversies of contemporary French culture. Focusing on political, social, and economic topics such as Americanization, regionalism, immigration, France's place in the European Union, the course should facilitate acculturation in France or provide an academic substitute for that experience. *Prerequisite: 230.*

**246. Introduction to Francophone Cultures** This course explores the relationship between literature and Francophone cultures (Vietnam, Canada, the Caribbean, Europe, and Africa). Topics include: "Négritude," the negro-African identity, "cultural métissage," the status of women, the dialogue between tradition and modernity, independence, and post-colonial disillusionment. Historical overview of the international context of Francophonie will be examined through short stories, novels, poems, critical essays, feature and documentary films. *Prerequisite: 236.*

**352. Classical Theatre and Social Myth** This course studies the theatre as an ideological instrument, asking how the plays of 17th-century France reinforce, modify, or undermine the ways in which society sees itself. Myths addressed include those concerning gender, monarchy, class structure, and the power of language. The ideological work of the stage is related to such historical developments as the rise of absolutism and attempts to stimulate the French economy. Plays by Corneille, Racine, and Moliere and the principal texts, along with selections from the major moralists. *Prerequisite: both 255 and 256, or the equivalent, or permission of the instructor. Offered every other year.*

**354. Reason and Revolution** The Enlightenment: a century of intellectual ferment which challenged the values of the establishment and swept them away in a revolution. Montesquieu, Voltaire, Diderot, Rousseau. Offered on occasion as a bilingual course in French and English. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**357. Romantics, Realists, and Rebels: 19th-century French novel and poetry** An investigation of the major literary movements and authors of the century, to include the theory and practice of romanticism and realism in French letters; reaction to society by authors in revolt against bourgeois standards, and in pursuit of new modes of literary expression. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**358. Contemporary Fiction and Film Studies** in the theory and evolution of narrative in the 20th century, with particular attention to issues of language, identity, difference and power. This course looks at a selection of novels and films as scenes for the practice of writing as cultural resistance. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**361. French Literature in the Renaissance** Major works from prose, poetry, and theatre, with particular emphasis on Rabelais and the development of humanism, the theory and practice of the Pléiade, and Montaigne. *Prerequisite: both 255 and 256, or the equivalent. Offered every other year.*

**362. Seminar in French and Francophone Literatures** A thorough investigation of a major figure or important literary trend (chosen at the discretion of the instructor and in consultation with the majors) in



French or Francophone literature with emphasis on seminar reports and discussion. Recent themes have been Love or Marriage in 17th and 18th century literature, L'Anné 1913, The Fantastic. *Prerequisite: 255 and 256 or permission of the instructor. Priority given to senior majors in French. Offered every year.*

**363. Topics in French and Francophone Cultures** In-depth analysis and discussion of selected aspects of French and Francophone cultures not normally covered in other advanced offerings. *Prerequisite: 255 and 256 or permission of the instructor. Offered every other year.*

**364. Topics in French and Francophone Literatures** In-depth analysis and discussion of selected areas of French and Francophone literature not normally covered in other advanced offerings. Recent topics have included Women in French Literature, La Belle Epoque, Les Intellectuels en question. *Prerequisite: 255 and 256 or permission of the instructor. Offered every other year.*

**365. Seminar in French and Francophone Civilizations** Investigation of a broad theme or selected area of French or Francophone civilization through pertinent readings, media forms and research in both literary and non-literary materials. Past topics have included French Political Culture, The Semiotics of French Style, Remembering Vichy, Le Québec et le nationalisme, Chateau et chaumière. *Prerequisite: 255 and 256 or permission of instructor. Priority given to senior majors in French.*

The following courses are offered in Toulouse, the prerequisite for which is French 336, except for French 220:

**220. Language and Civilization Immersion** An intensive language and civilization course designed to increase oral proficiency, improve written expression, and develop cross-cultural observation skills through immersion in the Toulouse region. Social and cultural phenomena will be studied through interaction with French families, directed observation at historic sites, participation in class activities and tutorials. The exclusive use of French during the five and one-half week immersion is expected of all students. Evaluation is based on a combination of the following: interviews with the instructor, performance in the class, journal writing, and a final summary of the immersion experience. *Prerequisite: 116 or its equivalent and acceptance into the French Summer Immersion Program. Not intended for students who have completed French 336 or above. Offered only in summer at the Dickinson Study Center in Toulouse.*

**255, 256. French Literature and Society** A historically differentiated interpretation of French culture through examination of French literature from the Middle Ages to the present in conjunction with study of political, economic, and social structures of each period. Intellectual and artistic currents that inform and are informed by these structures. Introduction of new critical perspectives such as psychoanalytical and structuralist literary theory. *Offered only at the Dickinson Study Center in Toulouse.*

**260. Stylistics and Argumentation** This two-part course offers practice in lexical expansion, idiomatic expression and syntactical patterns through exercises in translation, sentence analysis, reading comprehension and composition. Building upon these skills, students are introduced to French university methods of argumentation, principally through practice in four forms of written expression: résumé, dissertation, explication de texte, and commentaire composé. *Offered only at the Dickinson Study Center in Toulouse.*

**264. Intensive French Expression** This course utilizes audio and visual material to prepare students studying in Toulouse for active participation in the French cultural and linguistic environment by contextualizing a review of French grammar. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse for spring semester students only.*

**273. Topics in Applied French** Continued study of the French language designed to take advantage of issues of current interest in French society or culture (e.g., electoral seasons, important historical commemorations, current social or cultural controversies). Ample opportunity for written work and discussion of the topic chosen. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse.*

**292. French Phonetics** This one-half credit course provides intensive practice and review of the norms of appropriate speech behavior, including such aspects as pronunciation, intonation, liaison, rhythm, and



phrasing. *One-half course credit. Offered only at the Dickinson Study Center in Toulouse.*

**300. The Toulouse Colloquium** An interdisciplinary colloquium focusing on the history, development, and contemporary culture of the city of Toulouse. Guest speakers include city and regional administrators, historians, art and architecture specialists, literary and political figures, and others with local expertise. *Offered only at the Dickinson Study Center in Toulouse.*

**318. Studies in Intercultural Communication** Contemporary French society examined through theoretical reading and discussion as well as directed experiential observation. Explicit reference to French and American perceptions of cultural concepts so as to provide ideas, insights, and methods by which to understand and analyze the two societies. Readings, reports, discussions, field projects, and use of local resources comprise the work of the course. *Offered only at the Dickinson Study Center in Toulouse.*

## ITALIAN

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### MINOR

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The minor consists of the following five courses in Italian beyond the 100 level to include: 231, 232 (or 225, Intensive Italian Expression), or 220 (Summer Immersion) in Bologna, 251, 252, and 320.

*Note:* Students receiving credit for the Italian studies major may not receive credit for the Italian minor. See Italian Studies page 102.

### INDEPENDENT STUDY AND RESEARCH

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Students interested in Independent Study or Independent Research in Italian should consult with the faculty member with whom they hope to work. In the past, students have researched the following topics: Rome in the Italian Renaissance; Italian Courts and Courtesans in the Renaissance; Futurism in Italy and Russia; Italian Theatre from the Renaissance to the Enlightenment; Italian Cinema; Italian Facism and Modernism; Italian Women Writers.

### INTERNSHIPS

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Internships may be available for interested students. The Department chairperson or the Coordinator in Bologna should be consulted for information. In Bologna, students are currently doing internships in Research and Analysis at the Feminist Bookstore in Bologna, and many other sites.

### COURSES

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**\*101, 104. Elementary Italian** Intensive study of the fundamentals of Italian grammar, with a view to developing reading, writing, speaking, and understanding skills. Laboratory and other audiovisual techniques are used. Cultural elements are stressed as a context for the assimilation of the language.

**116. Intermediate Italian** Intensive introduction to conversation and composition, with special attention to grammar review and refinement. Essays, fiction and theater, as well as Italian television and films, provide opportunities to improve familiarity with contemporary Italian language and civilization. *Prerequisite: 104 or the equivalent.*

**231. Written Expression and Textual Analysis** Designed to increase student's awareness of various rhetorical conventions and command of written Italian through analysis and imitation of model texts of a literary and non-literary nature. *Prerequisite: 116 or the equivalent.*

**232. Oral Expression** Designed to increase student's comprehension and command of spoken Italian, this



course is also an initiation in everyday verbal transactions and cultural communication prevalent in contemporary Italy. Phonetics, oral comprehension, and verbal production are practiced through exposure to authentic documents usually of a non-literary nature, such as television news programs, documentaries, commercial advertisements, and excerpts from films. *Prerequisite: 116 or the equivalent.*

**251. Literature and Society I** An interpretation of Italian culture from the 14th through the 17th century by examination of representative literary works. This course will attempt to situate individual authors in the European literary tradition and will examine the interaction between literary production and political, economic, and social trends of the period. *Prerequisite: 231 or the equivalent.*

**252. Literature and Society II** Selected readings of literary texts examining the changes in political, economic, and social structures in Italian society from the 18th century to the post-fascist era. Particular emphasis on intellectual trends, artistic currents of the period and their relationship to literature. *Prerequisite: 231 or the equivalent.*

**320. Topics in Italian Studies** Study of significant themes and values that inform Italian culture and are informed by it. This course draws on a wide selection of sources including history, sociology, psychology, popular culture. This course is offered in English with a discussion group in Italian for Italian studies majors and Italian minors. Students of Italian will write their papers in Italian. *Prerequisite: 231 or permission of instructor.*

**400. Senior Tutorial in Italian Studies** Conceived as an integrative experience, this tutorial provides an opportunity for students to examine a specific theme or author from various perspectives. Independent research, under close supervision of a professor, will be shared with other seniors in regular discussion group meetings and will be articulated in a substantial critical paper at the end of the semester. *Prerequisite: Italian studies major or permission of the director of the Italian studies program.*

The following courses are offered in Bologna:

**220. Italian Immersion** A four-week course in Italian language and culture offered in Bologna, Italy. Students speak only Italian while participating in intensive language instruction and other activities planned by the College to deepen students' understanding of contemporary Italian life and culture. *Offered only at the K. Robert Nilson Center for European Studies in Bologna. Prerequisite: 116 or the equivalent and acceptance into the Italian Summer Immersion Program.*

**225. Intensive Italian Expression** An intensive study of Italian which includes grammar review, reading comprehension, and oral expression in the context of daily Italian civilization. Individual attention to structure, vocabulary, and idiomatic usage. *Offered only at the K. Robert Nilson Center for European Studies in Bologna. Because of the similarity in content, credit will not be given for both 225 and 220 (the immersion course). Prerequisite: 116 and permission of the instructor.*

**270. Italian Language in Context** This two-part course explores in theory and in practice the notion that language is a culturally determined phenomenon. Its aim is to increase students' awareness of the various conventions of discourse while reviewing the key elements of Italian grammar and enriching their active lexical and idiomatic register so they can enroll and successfully complete courses at the University of Bologna.



## FRESHMAN SEMINARS

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Dickinson introduces all entering freshman to the character of college-level study through the Freshman Seminar Program. Seminars are required as one of the regular academic courses taken during the first semester of freshman year. While the topics from which freshmen may select their seminar study are as varied as the special academic pursuits of the faculty who teach the seminars, all seminars share the tasks of helping students to adopt high standards for writing, discussion, analysis, and research. Faculty from all departments of the College share the responsibilities for teaching in the seminar program. All Dickinson freshmen arrive on campus for orientation knowing which freshman seminar they will join.

The following Freshman Seminars are offered in the Fall of 2002:

Poetry Matters  
 Happiness: The Elusive Fruit  
 Muslim Lives in the First Person  
 Evolutionary Mating Strategies and Consumption Behavior  
 The Tower of Babel and the Confusion of Languages  
 Spinners of Enchantment  
 The Role of Wine in American Society  
 The Semantics of Architecture  
 Being a Dickinsonian: The Historical Role of Students in Shaping the College  
 The Machine and You  
 God or Hox? The Creation versus Evolution Debate  
 You call that art? Controversies in contemporary visual arts  
 The Data Tell Me This.....Or Not  
 An Offer You Can't Refuse: The American Gangster Film  
 The Art of Place in East Asia  
 Political Dystopias  
 America in the Eyes of the World  
 Cyborgs, Monsters, and Beauty Queens: the Body in Visual Culture  
 Advocacy in the Digital World  
 El Camino de Santiago: The Nature of Pilgrimage: Journey, Search, and Change  
 Mediated Realities: The Pleasures and Perils of Representation  
 The Wealth & Poverty of Nations: Why Are Some So Rich and Others So Poor?  
 Gender, Place, and Identity  
 The Lower East Side of New York: A Jewish Home in America  
 Writing Sports  
 Antarctica  
 Self-Composed: The Composer Myth  
 Growing Up Different: Ethnic Subculture in America  
 Great Books of Western Civilization  
 Whose Right to Know?: Censorship, Propaganda, and the Media  
 The Warrior  
 The World After Watergate  
 The Indian Diaspora  
 Art and Society: The World of the Visual Artist  
 The Chesapeake Bay: Can we turn the tide?  
 Myth, Religion, and the Creative Impulse  
 War, Violence and Collective Guilt



# GEOLOGY

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## FACULTY

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Noel Potter, Jr., Professor of Geology

Jeffrey W. Niemitz, Professor of Geology, Chair

Marcus M. Key, Jr., Associate Professor of Geology

Benjamin R. Edwards, Assistant Professor of Geology

## MAJOR

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Ten courses in Geology including no more than two 100-level courses, 205, 206, 209, 231, 301, 302 and in the senior year, at least a one semester independent research or internship. In addition, Chemistry 141 is required.

## MINOR

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Six courses including two 100-level courses.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: Two 100-level Geology courses

Second Year: 205, 206, 209, 231, Chemistry 141

Third Year: 301, 302; upper level electives

Fourth Year: Other courses, special-topics course, Internships and Independent Study or Research

*Note of Caution:* Off-campus study is encouraged. However, students who contemplate off-campus study should discuss their plans with one or more of the Department faculty early.

## TEACHER CERTIFICATION

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By completing a minimum number of courses outside the department and the professional semester in the Department of Education, students may be certified for secondary school teaching in Earth and Space Science. See any member of the Department of Geology or the Director of Teacher Education in the Department of Education.

## INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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Many majors do an Independent Study or Research project during their Junior or Senior year. Students may ask any faculty member in the department to supervise a project. Ideally, the faculty member should be contacted during the previous semester to make arrangements for advising.

## HONORS IN THE MAJOR

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The department has written procedures for the time of completion of Independent Research projects and for the decision about granting of Honors in the major. A copy of these rules is available from the chairperson.

## INTERNSHIPS

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Several have been done in the department. Although specific arrangements would need to be made, it is possible to arrange internships with state and federal geologic agencies in Harrisburg. Students have also



done internships with local consulting companies. See any member of the department faculty for possible arrangements.

### OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Recommended off-campus study programs include the Dickinson Science Program at the University of East Anglia, England. Other suggested programs are the Marine Science Program in the Bahamas every other January and a one-semester program at the University of Otago, New Zealand. The on-campus coordinators should be contacted for information.

### COURSES

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**101. The History of Life** An overview of life from its origin on this planet to its present diversity of species. Topics will include the origin of life, evolutionary processes, the expansion of biodiversity, the radiation of organisms in the oceans, the conquest of land, mass extinctions, dinosaurs, and the rise of humans. Various hypotheses concerning the history of the biosphere will be tested using data collected in lab and on field trips. *This course fulfills the lab-science distribution requirement.*

**103. Planet Earth** A study of plate tectonics with emphasis on ancient and modern geological processes associated with mountain building. The course builds knowledge through field and classroom studies of Appalachian geology, and by comparison of the Appalachians with active mountain belts in South America, Indonesia, and Asia. The course also develops a geologic understanding of the seismic and volcanic hazards associated with mountain building. The overall aim of the course is to illustrate the historical, predictive, and practical aspects of geologic principles and reasoning in scientific and societal contexts. *This course fulfills the lab-science distribution requirement.*

**104. Global Climate Change** An overview of our present understanding of atmospheric processes and their interaction with the land, oceans and biosphere leading to an in-depth study of ancient climates and climate change in earth history. Topics include the tools used to decipher ancient climate change on various time scales, major climate events such as the ice ages, and the causes of climate change. Past and present knowledge will be used to explore the potential for future climate change and its socioeconomic and political implications. The laboratory component will use climate data and field experiences to interpret climate change over the past 3 billion years in the context of earth materials and plate tectonics. *This course fulfills the lab-science distribution requirement.*

**131. Physical Geology** Examines our dynamic, ever-changing planet past and present through the theory of plate tectonics, and the physical processes that transform the earth's surface including weathering and erosion, flooding, and landslides. Groundwater, volcanoes, and earthquakes are discussed. The nature of geologic materials and structure of the earth are also examined using continental wanderings, mountain building, ocean basin evolution, and climate changes as context. The geology of the local area is examined through numerous field trips. Three hours classroom and three hours laboratory a week. *This course fulfills the lab-science distribution requirement.*

**201. Geomorphology** The description and interpretation of the relief features of the earth's continents and ocean basins with a comprehensive study of the basic processes which shape them. *Three hours classroom and three hours laboratory a week. Offered every other year. Prerequisite: any 100-level Geology course.*

**202. Energy Resources** The study of the origin, geologic occurrence, and distribution of petroleum, natural gas, coal, and uranium. Discussions include the evaluation and exploitation, economics, law, and the environmental impact of these resources and their alternatives, including geothermal, wind, solar, tidal, and ocean thermal power. *Prerequisites: any 100-level Geology course or Environmental Studies 131. Offered every other year.*

**205. Mineralogy** A study of minerals with emphasis on their crystal structure, chemical composition, geologic occurrence, and physical and optical properties. The course focuses on observing and understanding



minerals at the macroscopic, microscopic, and sub-microscopic levels. Emphasis is on inquiry and active learning in a laboratory setting. *Prerequisite: any 100-level Geology course, Chemistry 141, or concurrent registration therein, or permission of the instructor.*

**206. Petrology** A study of the solid-earth with emphasis on the processes that have shaped the large-scale evolution of the earth from its origin to the present. Lecture topics include meteorites and formation of the terrestrial planets, origin of the moon, the deep earth, chemical equilibria in magmatic systems, geochemical cycling in the solid earth, and isotope dating. The important magmatic and metamorphic systems of the earth are presented in a plate tectonic context. *Prerequisite: 205.*

**207. Paleontology** A systematic study of the invertebrate and vertebrate fossil groups, plants, and their evolution and relationships to living forms. *Three hours classroom and three hours laboratory a week. Prerequisite: any 100-level Geology course or any Biology course numbered between 120 and 128.*

**209. Sedimentology and Stratigraphy** A study of the processes and patterns of sedimentation as well as the spatial and temporal distribution of rock strata. This includes the origin, transportation, deposition, lithification, and diagenesis of sediments. Lithology, geochemistry, paleontology, geochronology, and seismology will be used to understand the history of rock strata. *Three hours classroom and three hours laboratory a week. Prerequisite: any 100-level Geology course.*

**220. Environmental Geology** A survey of humankind's interaction with the physical environment focusing on geologic processes. The importance of geologic materials such as soils, sediments and bedrock, and natural resources will be discussed in the context of world population. Natural hazards (floods, earthquakes, volcanoes, coastal erosion, and landslides) will be studied to understand how we can minimize their threat. Land use and abuse including natural resource exploitation and pollution will be discussed in the context of geologic information for proper land-use planning. Labs will emphasize field study of environmental problems in the Cumberland Valley. *Prerequisite: any two 100-level Geology courses or Environmental Studies 131, 132. This course is cross-listed as Environmental Studies 220.*

**221. Oceanography** An interdisciplinary introduction to the marine environment, including the chemistry of seawater, the physics of currents, water masses and waves, the geology of ocean basins, marine sediments and coastal features, and the biology of marine ecosystems. Topics include the theory of plate tectonics as an explanation for ocean basins, mid-ocean ridges, trenches, and island arcs. The interaction of man as exploiter and polluter in the marine environment is also considered. *Three hours classroom and three hours laboratory per week. This course is cross-listed as Environmental Studies 221. Offered every other year.*

**231. Chemistry of Earth Systems** An introduction to the origin, distribution, and behavior of elements in the geochemical cycles and processes of the atmosphere, hydrosphere, and lithosphere. Topics include the chemistry of magma, hydrothermal fluids, weathering, fresh and ocean waters, sediment diagenesis, hydrocarbons, and metamorphism. Includes radiometric dating and stable isotope applications. Lab will focus on sampling, instrumental analysis, and data interpretation of earth materials. *Prerequisite: Chemistry 141, any two 100-level Geology courses. May be counted toward a chemistry major.*

**301. Field Geology** A course in some of the basic geological field techniques, with the preparation of topographic and geologic maps and reports from data obtained by the student in the field. *Three hours classroom and three hours laboratory a week. Prerequisite: any two 100-level Geology courses.*

**302. Structural Geology** Tectonics, properties, relationships, and positions of the component rock masses of the earth. *Three hours classroom and three hours laboratory a week. Prerequisite: 301.*

**311. Special Topics** In-depth studies in special geological topics to be offered on the basis of need and demand. Recent topics have included Geology of PA, Origin of Life, Quaternary Geology, and Instrumental Analysis in Geology. *Prerequisite: Permission of the instructor.*

**320. Hydrogeology** An in-depth study of the interrelationships of geologic materials and processes with the occurrence, distribution, movement, and chemistry of water on and near the earth's surface. Topics include the hydrologic cycle; recharge, flow, and discharge of groundwater in aquifers; groundwater qual-



ity, contamination, development, management, and remediation. Practical experience will be gained in siting, drilling, testing, and monitoring water wells at the college's water well field laboratory. *Prerequisite:* 220, 231 or permission of instructor. This course is cross-listed as *Environmental Studies 320*. Offered every two years.

Following course is offered in January term:

**304. Field Study of Marine Carbonate Environments** An intensive off-campus field course examining the biological, chemical, geological, and physical processes and patterns in modern and ancient tropical marine carbonate environments. Human impact on these fragile environments will also be considered. An in-depth examination of all major sub-environments on San Salvador Island, Bahamas will be followed by independent study research projects. *Prerequisites:* *Geology/Environmental Studies 221, Biology 314, Biology 321, Geology 209, Environmental Studies 335 or Environmental Studies 340 and permission of the instructor.* Cross listed with *Environmental Studies and Biology*. Offered every other year.

## GERMAN

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### FACULTY

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Dieter J. Rollfinke, Professor of German, Chair

Beverly D. Eddy, Professor of German

Wolfgang Müller, Professor of German

Gisela Roethke, Associate Professor of German and Women's Studies

William G. Durden, President of the College, Part-time Professor of German

Rainer Stollmann, Part-time Associate Professor of German; Director, Dickinson in Bremen Program

Elke F. Durden, Part-time Assistant Professor of German

### HONORARY FELLOWS

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Herta Müller, International Scholar

Hans Joachim Schädlich, International Scholar

### MAJOR

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After completing the German language requirement, students who major in German must take 11 courses, three of which can be taken in English. If the three courses in English are offered as FLIC courses, German majors are required to take them in that form. Nine of the eleven required courses must be taken in the field of German literature, language, and culture, including German 232, 240, 241 and 400. Four of these eleven courses may be language courses taken beyond the language requirement. Seniors must take one 300-level course in the Fall semester and the Senior Seminar in the Spring semester (special arrangements will be made for the seniors completing their professional teaching semester in the spring). Two courses (in which a significant portion of their content deals with Germany-related issues) must be taken in one or more of the following departments: history, philosophy, art & art history (art history), music, political science, economics, Judaic studies, religion.

### MINOR

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Students who want to minor in German have to take six courses beyond the required language sequence including 232, 240 and 241. Five of these courses must be in the German language. Two of these six courses may be language courses taken beyond the language requirements.



## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Independent study projects are an option open to self-motivated students with a desire to pursue a study topic not related in the department's regular class offerings. Most projects are taken for either half or full course credit. Usually each independent study student will have a weekly meeting with her or his adviser.

Occasionally, students may elect an independent study project in the German language. This option is open only when it is clear that the student's needs cannot be met in the traditional language courses. Possibilities for independent language work include: advanced oral and written language practice; technical translation.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Junior Year** Students majoring or minoring in German are encouraged to spend one or two semesters abroad during the junior year. For qualified students, the Junior Year in Bremen is a Dickinson-affiliated program with a wide range of course and program options, including laboratory courses in the sciences.

**Summer Immersion Program** The German Department offers a four-week student immersion at the University of Bremen, West Germany. *See the course description for German 220, Bremen Practicum.*

## COURSES

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**\*101, 104. Elementary German** An intensive study of the fundamentals of German grammar with an eye to developing reading, writing, speaking, and understanding skills. Classes are small and move quickly. As part of a two-year pilot project beginning Fall 2001, classes meet four days a week, one of which is a lab. Beginning students are reading stories and writing short essays within a few weeks.

**116. Intermediate German** Introduction to conversation and composition using the skills acquired in 101 and 104 or in similar courses. Special attention is paid to grammar problems. Readings include contemporary essays and/or fiction. Classes are small and intensive. As part of a two-year pilot project beginning Fall 2001, classes meet four days a week, one of which is a lab. *Prerequisite: 104 or the equivalent.*

**104/116. Accelerated German** An intensive two-credit course that allows students to complete the last two semesters of the language requirement during a single semester. This course makes extensive use of multi-media supports such as computerized reading programs, interactive videos, and the Internet, as well as more traditional texts and grammars. Classes are small and intensive. Eight classroom hours and two additional assigned contact hours with native language assistants per week. *Prerequisite: 101 with grade of B or better (B+ or better at time of pre-registration) and permission of the instructor.*

**221. German Conversation and Composition** Advanced practice in reading, writing, speaking, and understanding German, using current political and social events, stories, essays, and other materials as the topics for discussion and writing assignments. As part of a two-year pilot project beginning Fall 2001, classes meet four days a week, one of which is a lab. *Prerequisite: 116 or the equivalent.*

**222. Conversation and Composition on Contemporary Issues** This course sharpens language skills learned, such as writing and speaking the German language. By focusing on cultural and political issues in the German speaking countries, it will also strengthen the cultural and political literacy of our students. Topics to be discussed may include the ramifications of Germany's unification, the Neo-Nazi movement, the administrative structure of Germany, Austria, and Switzerland, and the women's and labor movements. As part of a two-year pilot project beginning Fall 2001, classes meet four days a week, one of which is a lab. *Prerequisite: 116 or permission of the instructor.*



**232/314. Introduction to German Literature** This course is designed to introduce students to the special skills required for careful, critical reading of literary texts. It is a prerequisite for all literature courses that the Department offers in German and is strongly recommended for all students intending to participate in a German program abroad. *Prerequisite: 116 or permission of the instructor.*

**240/310. German Cultural History I** A survey of the historical, social, and cultural developments in Germany, including their impact upon German literature, from pre-Christian days up to the French Revolution. *Prerequisite: 116 or the equivalent.*

**241/311. German Cultural History II** A survey of the historical, social, and cultural developments in Germany, from the French Revolution up to the present day. *Prerequisite: 116 or the equivalent.*

**250. Topics in Germanic Studies** An examination of some topic related to German literature or culture. Topics may include studies of major German writers such as Goethe, Mann, and Wolf, German humor, sagas and legends.

**251. Topics in Scandinavian Studies** Courses on the literature and culture of these north Germanic countries are offered regularly and cover topics as diverse as: the Vikings; Ibsen and Strindberg; Women in Scandinavian literature; the Scandinavian novel. *Offered in English.*

**252. Topics in Women's and Gender Studies** Analysis and discussion of various feminist or gender issues. Topics may be feminist literature and criticism, individual feminist authors, German women's history, recent feminist issues, or the cultural construction of gender in German society and literature. *Offered in English.*

**341. German Medieval Literature** A study of the German medieval period. Readings will include epics such as the Nibelungenlied, the Eddas, the songs of the courtly poets, and Arthurian tales. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**342. Sturm und Drang and German Classicism** A study of the works of Goethe and Schiller and their contemporaries, and the era in which they lived and worked. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**343. German Romanticism** A study of the generation of writers after Goethe and Schiller (the 1790s to the 1830s), e.g., E.T.A. Hoffmann, Brentano, and the brothers Grimm, whose stories, poems, and fairy tales have had a powerful effect on Poe and Hesse. *Prerequisite: 232 and 240. Simultaneous enrollment in 240 is permitted.*

**344. German Bourgeois Realism** A study of the works of Stifter, Grillparzer, Heine, Grabbe, Storm, and Fontane, writers active from the turmoil of the mid-1800s to the rise of Prussia and the decay and collapse of the Austrian empire. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**345. German Expressionism** A study of the works of writers in World War I and the Weimar Republic, including Wedekind, Werfel, Trakl, Kaiser, Toller, and Lasker-Schüler. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**346. German Literature since 1945** A study of the works of Bachmann, Böll, Frisch, Grass, Heym, Wolf, and others as writers dealing with contemporary issues of the German speaking countries. *Prerequisite: 232 and 241. Simultaneous enrollment in 241 is permitted.*

**360. German Popular Culture** This course will investigate German popular culture in its historical and cultural context. Students will study selected texts from popular fiction, such as detective novels and cartoons, listen to popular music, and watch popular tv series, while developing a methodology to analyze critically the "other" German culture. *Prerequisite: Permission of the instructor.*

**370. German Film** This course will focus on German films in their broader cultural and historical context. Students will study selected films and develop a method for viewing and analyzing them. Topics may be the "New German Cinema" from Schlöndorff and Kluge to Herzog, Fassbinder and Wenders, the films



of feminist film makers, such as Sander, von Trotta, Ottinger, and Sanders-Brahms, or Literature and Film. *Prerequisite: Permission of the instructor.*

400. **Senior Seminar** Advanced investigation of a particular writer, work, problem, or theme in German literature and/or culture, with emphasis on independent research and seminar reports. *Prerequisite: German major or permission of the instructor.*

The following courses are offered in Bremen:

220. **The Bremen Practicum** A four-week course in contemporary German language and culture offered at the University of Bremen, West Germany. Students will speak only German during this four-week period, and participate in intensive language classes, special lectures and field trips arranged by Dickinson with German university instructors. *Prerequisite: German 116 or equivalent and permission of the department.*

340. **Comparative Cultures: USA-Germany** Using the university and city of Bremen as laboratory, students will explore the experience of culture shock, the difference between American and German everyday life, structural differences in American and German public institutions, historical ties between the two countries, historic concepts and symbols, differing relationships to national culture, the effect of Germany's past on contemporary consciousness. *Prerequisite: Acceptance into the Dickinson in Bremen Program.*

## HISTORY

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### FACULTY

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Stephen Weinberger, Robert Coleman Professor of History

Charles A. Jarvis, Professor of History (Director of the K. Robert Nilsson Center for European Studies in Bologna, 2002-04)

George N. Rhyne, Professor of History (on leave Spring 2003)

Neil B. Weissman, Professor of History, Provost and Dean of the College, Russell I. Thompson Chair of the College

Kim Lacy Rogers, Professor of History, Chair

David Commins, Professor of History

John M. Osborne, Associate Professor of History (on leave 2002-03)

Timothy Lang, Associate Professor of History (Director of Dickinson Humanities Program in England, 2001-03)

Lisa Lieberman, Associate Professor of History (on leave 2001-03)

Marcelo Borges, Assistant Professor of History

Karl D. Qualls, Assistant Professor of History

Walter W. Woodward, Assistant Professor of History

Regina M. Sweeney, Visiting Assistant Professor of History

Christian B. Keller, Visiting Assistant Professor of History

Matthew Pinsker, Visiting Assistant Professor of History

JoAnne Brown, Associate Dean of the College, Part-time Associate Professor of History

### CONTRIBUTING FACULTY

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R. Leon Fitts, Asbury J. Clarke Professor of Classical Studies

David Strand, Charles A. Dana Professor of Political Science



## HISTORY

### MAJOR

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Ten courses including:

#### I. METHODOLOGICAL CORE:

History 204  
History 304, 305 or approved equivalent  
History 404

#### II. THEMATIC EMPHASIS

##### **Option A: Regional Focus**

European History: 105 and 106, or 106 and 107, or 243 and 244, or 253 and 254, and at least two of the following: 213, 222, 223, 230, 231, 232, 234, 235, 257, 259, 313, 314, 333, 336, 357, 358  
or North American History: 117 and 118, and at least two of the following: 211, 247, 281, 286, 288, 311, 382, 388, 389, 392, 394  
or Latin American History: 130 and 131 and at least two of the following: 215 (where appropriate), 315 (where appropriate)  
or Middle Eastern History: 121 and 122 and at least two of the following: 215 (where appropriate), 315 (where appropriate), 371, 372  
or Asian History: 119 and 120 and at least two of the following: 215 (where appropriate), 315 (where appropriate), 336, 360, 361

##### **Option B: Topics Focus**

Four related courses on a historical theme defined in conjunction with the student's adviser. At least three of the courses must be at the 200 or 300 level.

Under either option, a course from an appropriate related discipline may be substituted for one of the upper-level course requirements.

#### III. COMPARATIVE CONTEXTS

At least one course each in North American, European, and non-Western or Latin American History; Classics 251 or 253 may be substituted for the European History. Junior and senior majors are normally expected to choose courses at the 200 and 300 levels.

### MINOR

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204 and at least five additional history courses.

### SUGGESTED FOUR YEAR PROGRAM

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First Year: One or two 100-level history courses  
Second Year: 204, and one or two additional history courses  
Third Year: 304 or 305 and upper level history courses  
Fourth Year: 404 and remaining upper level history courses

*NOTE:* Students should plan their major in consultation with their advisers.

### TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

### INDEPENDENT STUDY OR RESEARCH

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The department faculty member teaching in the area of the student's topic of interest should be contacted to discuss the proposal.



## HONORS IN THE MAJOR

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Honors in the major require a minimum of two courses in independent research. Project proposals must be formulated and approved in the second semester of the junior year. Guidelines are on the History Prospectus website: [www.dickinson.edu/departments/hist/prospectus](http://www.dickinson.edu/departments/hist/prospectus). The project should be discussed with the department chair and faculty adviser. An oral examination is conducted by the department on papers judged to have honors quality.

## INTERNSHIPS

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Contact the Internship Office and/or an individual member of the History Department for information. Internships are ordinarily scheduled in the junior or senior years. Summer internships, perhaps at “living history” or museum sites, are also encouraged.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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The Department encourages participation in the many off-campus options. The Dickinson programs in Bologna, Italy and Norwich, England are particularly attractive options for History majors.

## COURSES

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**105. Medieval Europe** A survey of the development of European civilization from the fall of Rome to the Renaissance.

**106. Modern Europe to 1815** Society, culture, and politics from the Renaissance through the French Revolution.

**107. Modern Europe since 1789** Social, cultural, and political developments in Europe from the French Revolution to the present.

**117, 118. American History** A two-course survey. The first semester 1607 to 1877 covers colonial, revolutionary, and national America through Reconstruction. The second semester 1877 to the present covers aspects of political evolution, foreign policy development, industrialization, urbanization, and the expanding roles of 20th-century central government. Both courses include attention to historical interpretation. *Multiple sections offered.*

**119. South Asia: India and Pakistan** A survey of ancient Indian civilizations, classical Hindu culture, the era of Muslim dominance, European imperialism, and issues confronting the subcontinent since independence.

**120. East Asia: China and Japan** An introduction to the classical order in China and Japan followed by a consideration of the impact of Western intervention and internal change from the 18th century to the present. Special emphasis on the interaction between China and Japan in this period.

**121. Middle East to 1750** The rise of Islam, the development of Islamic civilization in medieval times and its decline relative to Europe in the early modern era, 1500-1750.

**122. Middle East since 1750** Bureaucratic-military reforms of the 19th century in Egypt and the Ottoman Empire, European imperialism, regional nationalisms, contemporary autocratic regimes, and the politicization of religion.

**130, 131. Latin American History** A two semester survey. The first investigates the ancient American civilizations, the Iberian background of the conquest, the clash of cultures that created a new colonial society, and the early 19th century movements for independence. The second term focuses on the social, economic, and political developments of the new nations from their consolidation in the late 19th century to the present. Both courses view Latin American history from a global perspective.



**204. Introduction to Historical Methodology** Local archives and libraries serve as laboratories for this project-oriented seminar that introduces beginning majors to the nature of history as a discipline, historical research techniques, varied forms of historical evidence and the ways in which historians interpret them, and the conventions of historical writing. *Prerequisite: one previous course in history.*

**211. Topics in American History** Selected areas and problems in American history. Suitable for beginning history students, majors, and non-majors.

**213. Topics in European History** Selected areas and problems in European history. Suitable for beginning history students, majors, and non-majors.

**215. Topics in Comparative History** Selected areas and problems in comparative history. Suitable for beginning history students, majors, and non-majors.

**222. Feudal Europe** A study of the emergence of feudalism and an evaluation of its role in the development of western Europe. *Offered every other year. This course is cross-listed as Medieval and Early Modern Studies 200B.*

**223. Renaissance Europe** A study of prevailing conditions (social, economic, political, and cultural) in western Europe with particular attention given to the achievements and failures of the Renaissance. *Offered every other year.*

**228. Italian History from the Middle Ages to the Enlightenment** An examination of the principal events in Italian society, culture, religion, and politics, including the rise of the medieval monastic orders, Italian city-states, the development of commerce and industry, Renaissance Italy, the age of counter-reformation, and the Age of Enlightenment. Student research will utilize resources such as museums and libraries available in the Bologna area. *Offered in Bologna only.*

**230. Modern Germany** From the 19th century to the present. Emphasis on political and cultural responses to socio-economic change, including German liberalism, the Bismarckian settlement, origins of the World Wars, Weimar democracy, and Nazism. *Offered every other year.*

**231. Modern France** French society, culture, and politics from the Restoration to the present. *Offered every other year.*

**232. Modern Italy** A survey of social, cultural, and political developments from the beginnings of the Risorgimento in the 18th century to the post-war period, including the effects of the Napoleonic period, the unification of Italy, World War I, Fascism, World War II, and the Cold War. *Offered every other year.*

**234. Europe: 1914-1945** An examination of the evolution of European society between 1914 and 1945 under the impact of communism, fascism, and world war. *Offered every other year.*

**235. Industrial Europe** The social, economic, and cultural impact of the rise of industrialism and modernization on western Europe from 18th century beginnings to the full maturation of industrial society. *Offered every other year.*

**236. African History** An overview of key issues in the history of Africa south of the Sahara, including pre-colonial society and the sources for its study, Africa's role in the making of the "Atlantic world," the implantation and consequences of European colonial rule, and developments since Independence.

**243, 244. English/British History: 55 B.C. to Date** First semester: the emergence of a unified English society, and its political expression, to 1688 with particular attention to social, economic, and institutional developments. Second semester: the political, economic, and social development of Great Britain, domestically and internationally, as a major power in the 18th and 19th centuries, and the abandonment of that role in the 20th century.

**247. Early American History** An examination of North American history from the earliest contacts between European and American peoples to the eve of the American Revolution. Particular attention is devoted to the interplay of Indian, French, Spanish, and English cultures, to the rise of the British to a



position of dominance by 1763, and to the internal social and political development of the Anglo-American colonies. *This course is cross-listed as American Studies 301J.*

**253, 254. History of Russia** First semester: from earliest times through the reign of Alexander III. Second semester: fall of the tsardom, the Russian revolution, the Soviet experience, and post-communist transition.

**257. European Intellectual History** Main currents of Western thought from the 17th century to the present with emphasis upon the interaction of ideas and social development. *Offered every other year.*

**259. Europe Since 1945** A social, political, and cultural study of the nations of Europe from the end of the Second World War to the present, including the early East/West division, economic recovery, and the growth of economic and political integration.

**281. Recent U.S. History** Examination of the social, political, and economic development of the U.S. since the New Deal.

**286. New Nation** Reading and research in the political, economic, and social developments of the U.S. during the first generations of official nationhood, from the writing and ratification of the Constitution to the end of the Mexican War.

**288. Civil War-Reconstruction** A study of the political, economic, social and intellectual aspects of 19th century America from 1848 to 1877. Attention is given to the causes and course of the Civil War and evaluates the results of Reconstruction.

**304. Collateral Research** In this half-credit research experience, a student builds on the skills introduced in History 204 to produce a substantial essay dealing either with a significant historiographical problem or with a question involving research in primary sources. Must be taken in conjunction with a substantive course at the 200 or 300 level, which will provide a broader context for the problem addressed in the student's essay. *Prerequisite: 204 and permission of the instructor. One-half course credit.*

**305. Research Practicum** As an alternative to History 304, qualified students may enroll under this heading for supervised independent projects on- or off-campus, academic internships with a strong research component, or collaborative original research with faculty. Projects might result in a substantial essay based on primary materials, or take such other forms as, for example, a documentary video, a processed archival collection or finding aid, a historic site or archaeological field study, an oral history, or a museum exhibition. *Prerequisite: 204 and permission of the instructor. One-half or one course credit.*

**311. Studies in American History** Selected areas and problems in American history. Designed for majors and for non-majors who have taken courses in related fields.

**313, 314. Studies in European History** Selected areas and problems in European history. Designed for majors and for non-majors who have taken courses in related fields. *314 offered in Bologna only.*

**315. Studies in Comparative History** Selected trends and problems studied comparatively in various periods and geographical areas. Designed for majors and for non-majors who have taken courses in related fields.

**333. The First World War** A study of the causes, progress, and consequences of the first global conflict of modern times. Particular attention is paid to the political and social impact of total warfare on the participating nations. *Offered every other year.*

**336. Comparative Revolutions** Comparative consideration of major revolutions such as those in France (1789), Russia (1917), and China (1949) in terms of causation, program, dynamics, and long-term effect. *Offered occasionally.*

**357. Deviance in Modern Europe** Insanity, crime, and social protest in Europe from the 16th century to the present. An exploration of the ways in which European societies have attempted to define and control mental and social disorders. A reading and discussion course in which students are encouraged to examine



their own attitudes toward deviant behavior.

**358. 19th- to 20th-Century European Diplomacy** European diplomatic history from the Congress of Vienna through World War II. *Offered occasionally.*

**360. Japanese Modernization** An investigation of the impact of modernization on Japanese society over the last two centuries. Special emphasis on conflicting interpretations of Japanese constitutionalism, imperialism, and militarism and on the relevance of Japan's historical experience for an understanding of her contemporary condition. The course is not a survey, but no previous knowledge of Japanese history is required. *Offered every other year.*

**361. China: Revolution and Modernization** An examination of the interaction between the themes of modernization and revolution in China over the last two centuries. Emphasis on alternative programs for a new Chinese order, including Nationalism and Communism. The course is not a survey, but no previous knowledge of Chinese history is required. *Offered every other year.*

**371. The Arab-Israeli Conflict** A study of conflict through four phases: the early stages of the Zionist movement and its impact in Ottoman Palestine to 1917; Zionist immigration and settlement and Arab reaction during the Mandate period; the creation of Israel and its wars with the Arab states to 1973; and the rise of a Palestinian Arab nationalist movement and the challenges it poses to Arab states and Israel.

**372. Islam** An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times. *This course is cross-listed as Religion 259.*

**382. Diplomatic History of the United States** Description and analysis of the nation's role in world affairs, from the earliest definitions of a national interest in the 18th century, through continental expansion, acquisition of empire, and world power, to the Cold War.

**383. Latin American-U.S. Relations** A study of political, economic, and cultural relations between Latin America and the United States from the early 19th century to the present. The evolution of inter-American relations is analyzed in light of the interplay of Latin American, U.S., and extra-hemispheric interests.

**388. African-American History** A survey of black history from pre-colonial Africa and the origins of slavery in the American colonies to the urban migrations of the 20th century. *This course is cross-listed as American Studies 301E.*

**389. Native Peoples of Eastern North America** A survey of major development among Native Americans east of the Mississippi River from approximately A.D. 1500 to the present, using the interdisciplinary methodologies of ethnohistory. Topics to be addressed include 16th- and 17th-century demographic, economic, and social consequences of contact with European peoples, 18th-century strategies of resistance and accommodation, and 19th-century government removal and cultural assimilation policies, and 20th-century cultural and political developments among the regions surviving Indian communities. *This course is cross-listed as American Studies 301G and Anthropology 223.*

**392. Immigrant America** This course examines the experiences of immigrant and migrant Americans from the 17th through the 20th centuries, with special emphasis on the periods 1870-1914 and 1965-present. It will analyze the changing context of the immigrant and migrant experience as depicted in historical, autobiographical, and fictional narratives. *Offered every other year.*

**394. The Family in America** Traces the history of the American family from the colonial period through the present, using an interdisciplinary approach that combines readings in demography, social history, psychology, literature, and anthropology. Topics explored include family formation and gender creation, marriage and divorce, family violence, and the social impact of changing patterns of mortality and fertility.

**404. Senior Research Seminar** An examination of the historiography of a major topic, culminating in substantial research paper based in significant part on the interpretation of primary sources. *Prerequisite: 204, 304, 305 or equivalent, and permission of the instructor.*



# HUMANITIES

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In all courses given the humanities designation, students study the aesthetics of specific human works in various media and inquire into the meanings of human existence embodied or suggested there. The courses explore the varied historical and cultural contexts of such works to support the primary focus upon the integrity and artistic character of the works themselves. The instruction is interdisciplinary.

## COURSES

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**120. Masterworks of the Western World** A study of a small number of works from the several arts architecture, the graphic arts, literature, and music. The intent is 1) to focus on the works themselves, their dialectics of form and content, 2) to inquire into their historical cultural and personal contexts, and 3) to explore the conditions and character of each achievement, both in its own setting and in its potential for more universal aesthetic power. Works will be chosen from fifth-century Athens, 16th- or 17th-century Europe, and 20th-century America. *Open to freshmen and sophomores.*

**220. Masterpieces of the Western World** This course will have the same syllabus as Humanities 120. Identical materials are covered and lectures given jointly. However, the course will have its own discussion groups, and a more advanced level of interpretive skills will be assumed both for group discussions and for evaluation. *Open to juniors and seniors.*

*Note:* Students may take either course for credit but not both. Either course fulfills Division I.a. distribution requirement.

The following courses are offered in England:

**109. London's History and Culture** A topics course which focuses upon the ways that history, literature, and the arts shape culture, using the city of London and its environs as a laboratory. *Taught in the Summer Semester in England only.*

**309. Studies in the Humanities I** The primary aim of Humanities 309 is to help students understand works of art as human statements that share certain formal principles and make manifest (in their differing ways) a variety of common values. The course explores not only those formal and aesthetic principles to which all the arts respond in various historical eras, but also those occasions when one art form influences another. A second major goal is to study the ways that literature, the fine arts, drama, and music might well be understood by considering the sensibilities of the creator within the socio-cultural influences of a particular epoch. The emphasis in this regard is on the ways in which the history and geography of London can help us appreciate the production, performance or displaying of the arts in a specific cultural context. *This course will fulfill neither a distribution nor a major requirement. Prerequisite: acceptance into the Dickinson Humanities Program in England. Offered only in the Dickinson Humanities Program in England.*

**310. Studies in the Humanities II** A continuation of Humanities 309, pursuing the same concerns only in a different setting: The new focus is on the ways in which the history and geography of Norwich and East Anglia in particular, and "the country" in general, can help us appreciate the production, performance or displaying of the arts in a specific cultural context. Students will build upon individual research projects undertaken in Humanities 309, studying the special impact of setting on culture. *This course will fulfill neither a distribution nor a major requirement. Prerequisite: Humanities 309. Offered only in the Dickinson Humanities Program in England.*

**315. Topics in the Humanities** This course permits the exploration of a discipline-specific topic in the context of English culture. Topics will vary according to the discipline of the director and may include topics from the following disciplines: dramatic arts, literature, art, history, and music. This course will not fulfill a distribution requirement and will fulfill a major requirement if so directed by the department of the Dickinson Director. *Prerequisite: permission of the instructor. Offered only in the Dickinson Humanities Program in England.*



# INTERDISCIPLINARY STUDIES

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## AMERICAN AND GLOBAL MOSAIC SEMESTER PROGRAMS

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202. **Mosaic Semester A** 4-course credit community study with extensive field work which engages students and faculty in an intensive, first-hand examination of the history, sociology, ethnography, and culture of a local community in central Pennsylvania. The particular site of the study and the methodological approach varies according to the interests and expertise of the collaborating faculty who team-teach the semester. Students in the Mosaic concentrate on this project during the semester, integrating three courses as well an independent study for a total of four courses based on their field work under the direction of one of the contributing faculty. *Prerequisite: sophomore standing and permission of the instructors.*

### 1996 – Ethnic and Labor Relations, Steelton, Pa.

Sharon O'Brien, James Hope Caldwell Professor of American Culture and Professor of English and American Studies

Susan Rose, Professor of Sociology

Charles A. Barone, Professor of Economics

### 1998 – Latino Migrant Workers in Adams County, Pa.

Kjell I. Enge, Associate Professor of Anthropology

John D. Bloom, Assistant Professor of American Studies

### 2001 – Patagonia, Argentina and Steelton, Pa.

Susan Rose, Professor of Sociology

Marcelo Borges, Assistant Professor of History

## LEADERSHIP STUDIES

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The General of the Army Omar N. Bradley Chair of Strategic Leadership Studies Dickinson College and the United States Army War College, in 2001, created a shared visiting Chair in Strategic Leadership Studies to bring persons of proven records and/or specialists on issues of leadership to a joint appointment at the two institutions. The commitment of both institutions is to the understanding of leadership from the perspective of the liberal arts and sciences and of security studies broadly conceived. In the fall semester 2002, the chair will be held by General Walter F. Ulmer, Jr., who will be teaching courses in the International Business & Management Program.

## MAJORS

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American Studies

Archaeology

Biochemistry & Molecular Biology

Dance & Music

East Asian Studies

Environmental Science

Environmental Studies

International Business & Management

International Studies

Italian Studies

Judaic Studies

Medieval & Early Modern Studies

Policy Studies

Russian Area Studies

Theatrical Design

Women's Studies



## CERTIFICATES

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Latin American Studies  
Law & Public Service

## COURSES

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300. **The Bologna Practicum** An interdisciplinary seminar focusing on the city of Bologna. Guest participants include administrators, political figures, art experts, and others with local expertise. *Offered only in Bologna.*

# INTERNATIONAL STUDIES, BUSINESS & MANAGEMENT

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## FACULTY

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**Douglas T. Stuart**, J. William Stuart and Helen D. Stuart Endowed Chair in International Studies, Business and Management; Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues; Adjunct Professor, U.S. Army War College; Professor of Political Science and International Studies

**Stephen E. Erfle**, Associate Professor of International Business and Management, Chair

**Michael J. Fratanuono**, Associate Professor of International Studies, Business and Management

**Stephanie B. Anderson**, Assistant Professor of Political Science and International Studies

**Dengjian Jin**, Assistant Professor of International Business and Management

**Michael S. Poulton**, Assistant Professor of International Business and Management

**David M. Sarcone**, Visiting Assistant Professor of International Business and Management

**Katharine S. Brooks**, Director of Career Center, Part-time Associate Professor of International Business and Management

## CONTRIBUTING FACULTY

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**William Bellinger**, Associate Professor of Economics

**Russell Bova**, Professor of Political Science

**Robert D. Ness**, Associate Professor of English

**Timothy Lang**, Associate Professor of History (Director of Dickinson Program in England 2001-03)

**Marc A. Papé**, Assistant Professor of French and Italian

**Grace L. Jarvis**, Senior Lecturer in Spanish (Director of Malaga Program 2000-04)

## MAJOR: INTERNATIONAL BUSINESS & MANAGEMENT

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### CORE ECONOMICS COURSES (2)

ECON 111: Introduction to Microeconomics

ECON 112: Introduction to Macroeconomics

### CORE BUSINESS COURSES (6)

IB&M 100: Fundamentals of Business

IB&M 200: Global Economy

IB&M 210: Financial Accounting

IB&M 220: Managerial Economics

IB&M 230: Organizational Behavior

IB&M 240: Marketing



ELECTIVES (2)

IB&M 300: A topics course in IB&M

IB&M 300: A second topics course in IB&M

FOREIGN LANGUAGE (2)

2 courses beyond the intermediate level of foreign language

COUNTRY/AREA AND GLOBAL ISSUES (2):

Country/Area (2)

1 course in the economics, politics, or history of the country/region of specialization

1 course in the culture of the country/region of specialization

OR

Global Issues (2)

Two electives from the humanities, natural sciences, or social sciences that take a systemic view of global affairs and examine transnational phenomena

OR

A COMBINATION (2)

One course each from country/area and global issues

CAPSTONE COURSE (1)

IB&M 400: International Business Policy & Strategy

FIELD EXPERIENCE (NON-CREDIT)

Internship or field experience (not for credit in the Major)

SUGGESTED FOUR YEAR PROGRAM (AS OF FALL 2001)

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First Year: Economics 111, 112; IB&M 100, 210; foreign language courses

Second Year: 200, 220, 230, 240; continued foreign language study

Third Year: Majors are encouraged, but not required to study abroad for a semester or full year; continued foreign language study (if possible, one course should emphasize business or professional applications); one course relating to history, politics, or economics of the country/region of specialization; one course relating to the culture of the country/region of specialization; those studying abroad may be able to complete a field experience.

Fourth Year: 300 (two courses); 400

*NOTE:* Students who wait until their sophomore year to take Economics 111 and 112 can still complete the major. However, because these students should take IB&M 200 and 220 prior to going abroad, they will not be able to go abroad for a full year (since these courses require one or more of Economics 111 and 112 as prerequisites).

COURSES

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**100. Fundamentals of Business** This course features an introductory focus on a wide range of business subjects including the following: business in a global environment; forms of business ownership including small businesses, partnerships, multinational and domestic corporations, joint ventures, and franchises; management decision making; ethics; marketing; accounting; management information systems; human resources; finance; business law; taxation; uses of the internet in business; and how all of the above are integrated into running a successful business. You will learn how a company gets ideas, develops products, raises money, makes its products, sells them and accounts for the money earned and spent. *This course will not fulfill a distribution requirement.*

**200. Global Economy** Concentration upon strategies pursued by nation states in their interaction with



international business enterprises and nongovernmental organizations. Students will work from an interdisciplinary perspective, with case studies of episodes in U.S. economic history and of selected countries from Africa, Asia, Europe and Latin America. To facilitate their analysis, students will study concepts drawn from trade theory, commercial and industrial policy, balance of payments accounting, exchange rate determination, and open-economy macroeconomics. As such, the course will draw heavily from the introductory economics courses. This approach will help develop an appreciation for the complex environment in which both political leaders and corporate managers operate. *Prerequisite: Economics 111 and 112; concurrent enrollment in Economics 112 by permission of the instructor. This course will not fulfill distribution requirement.*

**210. Financial Accounting** This course is oriented toward the user of financial information (rather than the preparer) and provides students with useful tools for understanding and using accounting information. By the end of the course, students will understand the basic principles and concepts of accounting, the business and economic activities that generate accounting information, how to use accounting information for economic decision-making, and how accounting affects society and individuals. Students are also introduced to the international dimensions of financial reporting. *This course will not fulfill a distribution requirement.*

**220. Managerial Economics** Applies the principles and methods of economics to analyze problems faced by managers in a business or other type of organization. This course emphasizes how managers can (and should) use economic tools to further the objectives of the organization. Emphasis is on application of theory to actual business decisions. Many applications will require students to build economic models using spreadsheets, just as they will be required to do in a business setting. *Prerequisite: Economics 111. This course will not fulfill a distribution requirement.*

**230. Organizational Behavior** This course looks at how human systems function within the structure of the organization and how individual and group behaviors affect collective organizational culture and organizational effectiveness. Students study individual, interpersonal, and group processes; the relationship between attitudes and behavior; ethical decision-making; and the management of organizational conflict and change. Approaches for developing leadership, managing conflict, communicating effectively, enhancing efficiency, and encouraging organizational adaption to changing environments are explored. Examples taken from domestic and international organizations are used throughout the course. *Depending upon topic, this course may fulfill Comparative Civilizations requirement.*

**240. Marketing** How companies set out to identify and satisfy their customers' needs is the primary objectives of this course. Not only are the "4p's of marketing" covered (product, price, promotional programs like advertising and public relations, and place or distribution), but working with a specific semester-long case, you will learn how to manage an integrated marketing program. We will also examine other important aspects of marketing: market research, new product development, consumer behavior, ethics, competitive analysis and strategic planning, and marketing internationally and on the Internet. Field trips and videos are used to reinforce the ideas presented in the classroom. *Prerequisite: 100 (or co-requisite). IB&M 210 is recommended but not required.*

**300. Issues in International Management** A topics course examining important issues in international management. Examples of course possibilities include issues in cross-cultural communication and ethics, issues in international marketing, issues in international dimensions of financial reporting, issues in government regulation of business, and issues in financial decision-making. *Prerequisite: varies by topic area. Prerequisite(s) will typically include one or more IB&M courses at the 100 and 200 level. This course will not fulfill a distribution requirement.*

**400. Seminar in International Business Policy and Strategy** This capstone course focuses on the challenges associated with formulating strategy in multinational organizations. The course will examine multinational business decisions from the perspective of top managers who must develop strategies, deploy resources, and guide organizations that compete in a global environment. Major topics include foreign market entry strategies, motivation and challenges of internationalization, the analysis of international



industries, building competitive advantage in global industries, and the role of the country manager. Case studies will be used to increase the student's understanding of the complexities of managing international business operations. *Prerequisite: 300 or permission of the instructor. This course will not fulfill distribution requirement.*

### MAJOR: INTERNATIONAL STUDIES

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#### CORE POLITICAL SCIENCE COURSES (2)

POLSC 170: International Relations

POLSC 280: American Foreign Policy

#### CORE ECONOMICS COURSES (3)

ECON 111: Introduction to Microeconomics

ECON 112: Introduction to Macroeconomics

IB&M 200 Global Economy; or

ECON 248 World Economy (in Bologna); or

ECON 348 International Economics

#### CORE HISTORY COURSE (1)

One course in diplomatic history. The following diplomatic history courses would satisfy this requirement: HIST 358, HIST 382 or HIST 315 (when the topic is World Diplomatic History). Alternatively, the student may take a history course which emphasizes diplomacy, such as US-Latin American Relations (HIST 383); US Relations with Japan (HIST 315) or The Cold War (HIST 315).

#### COURSES IN THE TARGET LANGUAGE (2)

2 courses in foreign language beyond the intermediate level

#### GENERAL ELECTIVES (5)

Five electives, at least three of which must pertain to the student's area of geographic concentration. The other two electives may pertain to the student's area of geographic concentration or they may be courses which take a systemic view of global affairs or examine transnational phenomena. These five electives must come from at least two departments.

#### CAPSTONE COURSES (2)

INTST 401: Senior Seminar

INTST 402-403: Integrated Study (1/2 course each semester) culminating in the International Studies Oral Exam

Senior Oral Examination

One especially challenging part of the major is the comprehensive oral examination at the end of the senior year. The exam lasts one hour, and involves questions relating to all four components of the International Studies Program.

### HONORS IN THE MAJOR

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A student will be awarded Honors if the student has a 3.40 average overall and in the major, an A or A- in International Studies 401, and Honors in the oral examination.



## OPPORTUNITIES FOR OFF-CAMPUS STUDIES

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One or two semesters (fall, spring, or summer): A student may choose, with the approval of the supervising committee, any program of foreign study in the context of an international studies semester abroad program. Although majors are encouraged to go abroad, study abroad is not required.

## COURSES

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**270. European Union** This course will introduce the student to the governments, politics and major issues that concern the people of the European Union. Part I will cover the theory and history of European integration; part II will examine the EU's unusual institutional structure, and part III will focus on different policy areas such as monetary union, environmental policy and foreign and security policy. Towards the end of the semester, the students will represent the different member states in a simulation in order to assess the efficiency of the EU policy making process. By examining the European Union and its effect on this disparate group of member countries, the course will be able to explore the positive and negative effects of integration. *Prerequisite: POLSC 170 or IB&M 200 or concurrent enrollment. This course is cross-listed as Political Science 270.*

**290. Selected Topics in International Studies** Special topics not usually studied in depth in course offerings are examined.

**401. Interdisciplinary Seminar Research** Integrated the various disciplines in the major, normally involving the student's geographic area.

**402, 403. Integrated Study** During the senior year, students will prepare for an oral examination in the core disciplines and in their area. The examination will be administered by the supervising committee. *One-half course credit each semester.*

## INTERNSHIPS

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Detailed information about internships, advice in planning, and all necessary forms are available in the Career Center.

## COURSES

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**301. Internship Seminar** Studies in the seminar will analyze the workplace through the prism of the liberal arts. Through guided readings, oral and written reports, and structured conversations, students will critically reflect upon and analyze their workplace experiences. Students will study the formal and informal structures of the workplace through a variety of liberal art disciplines, and develop a sense of how their liberal arts education serves them in the workplace. Also offered at Dickinson Centers abroad. *Prerequisite: Must be simultaneously engaged in an internship. This course is offered for credit/no credit only.*

**7xx. Internships for departmental credit** Faculty-sponsored internships are registered individually as 700 courses specifically attached to the departments in which they are arranged. Arrangements for the internship must be made in advance. Students wishing to undertake a faculty-sponsored internship need to consult with the faculty sponsor during the semester preceding the one in which the internship will be undertaken. The internship registration form must be completed and returned to the Career Center during the preregistration period. *This course is offered for credit/no credit only.*



# ITALIAN STUDIES

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## CONTRIBUTING FACULTY

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Sylvie G. Davidson, Professor of Romance Languages (Director, Dickinson College Center in Toulouse 2002-03)

Cyril Duggins, Associate Professor of Philosophy

Ted Emery, Assistant Professor of Italian

Leon Fitts, Asbury J. Clarke Professor of Classical Studies

Marvin Israel, Associate Professor of Sociology

Tullio Pagano, Associate Professor of Italian, Coordinator

George Rhyne, Professor of History (on leave 2002-03)

J. Mark Ruhl, Glenn E. and Mary Line Todd Professor of Political Science

Melinda Schlitt, Associate Professor of Art and Art History

Douglas Stuart, J. William Stuart and Helen D. Stuart Endowed Chair in International Studies, Business and Management; Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues; Adjunct Professor, U.S. Army War College; Professor of Political Science and International Studies

Latifah Troncelliti, Visiting Assistant Professor of French and Italian

Stephen Weinberger, Robert Coleman Professor of History

Blake Wilson, Associate Professor of Music

## MAJOR

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1. Required courses within the Italian department:

- a. Italian 231
- b. Italian 232
- c. Italian 251
- d. Italian 252
- e. Italian 320
- f. Italian 400

2. Required courses taken in other departments:

- a. Art & Art History 132: The Arts of Italy (*offered only in Bologna*) or Art & Art History 300: Italian Renaissance Art 1250-1450 or Art & Art History 301: Italian Renaissance Art 1450-1563.  
*Prerequisite for Italian studies major only: Art & Art History 101 or 102 or permission of instructor*
- b. History 232: Modern Italy or History 228: Italian History from the Middle Ages to the Enlightenment (*offered only in Bologna*)

3. Elective emphases: two courses to be taken in one area of emphasis. These courses are to be chosen in consultation with the director of the Italian studies program. Other courses approved by the director of the program may be substituted for any course in an area of emphasis when the contents of the course are suitable.

- a. **Humanities** Classical Studies 224: Roman Archaeology; Art & Art History 304: Southern Baroque. Prerequisite for Italian studies major only: Art & Art History 101 or 102 or permission of instructor. Music 351: Seminar in Medieval and Renaissance Music; Philosophy 242: Medieval and Renaissance Philosophy
- b. **History** Classical Studies 253: Roman History; History 223: Renaissance Europe History 358: 19th-20th Century European Diplomacy
- c. **Social Sciences** Interdisciplinary Studies 300: Bologna Practicum (*offered only in Bologna*); Political Science 250: Comparative West European Systems; Political Science 275: Comparative Industrial Relations (*offered only in Bologna*); Political Science 276: Italian Politics (*offered only in Bologna*); Sociology 230: Italian-American Ethnicity



## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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### JUNIOR YEAR

The curriculum for Italian Studies students is comprised of three elements, as follows:

- 1) K. Robert Nilsson Center courses which serve well the interdisciplinary character of the Italian Studies major. Students are encouraged to conduct research and to write their papers for these courses in Italian.
- 2) Independent Studies, in Italian, involving specialized projects using resources available only in Italian. Directed by on-site Italian faculty from the K. Robert Nilsson Center, the Johns Hopkins School for Advanced International Studies, or the University of Bologna, one-credit independent studies will be grouped in small seminars.
- 3) Courses at the University of Bologna chosen from a wide variety of university courses appropriate to the major. The Coordinator of Italian Studies should be contacted for information.

### SUMMER IMMERSION PROGRAM

The Department offers a five-week student immersion program in Bologna at the beginning of each summer. This program is of special interest to students who cannot spend a year abroad. 220 Summer Immersion counts toward the major in Italian Studies or the minor in Italian.

## JUDAIC STUDIES

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### FACULTY

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Andrea B. Lieber, Assistant Professor of Religion, Coordinator

Henry Goldschmidt, Luce Visiting Distinguished Scholar in Diaspora Studies

### CONTRIBUTING FACULTY

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David Commins, Associate Professor of History

Theodore Pulcini, Associate Professor of Religion

### MAJOR

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#### 1. Required courses:

Hebrew 111, 112, to be begun no later than the sophomore year (or other language if suitable; consult the coordinator)

Religion 103: Hebrew Scriptures in Context

Judaic Studies 104: Introduction to Judaism

Judaic Studies 219: History of the Jews

2. One course that views religion from a comparative or methodological perspective, e.g., Religion 101 or 390 or Anthropology 233, taken in or before the junior year. (Courses from American Studies or Sociology might also be used to fulfill this requirement, with consent of the professor and the Judaic Studies coordinator.)

3. Three coordinated and complementary electives. To obtain Judaic Studies major credit in these courses, students are required: (1) to keep a journal or portfolio, as appropriate, of course materials having a Judaic Studies focus, and (2) to do a special project, with a Judaic Studies focus. The latter may serve as the regular term paper in that course, if permitted by the instructor. Judaic Studies work will be reviewed at least twice during the term by appropriate members of the Judaic Studies Steering Committee.



### Examples include:

Classical Studies 251: Greek History; 253: Roman History  
English 364: Studies in Fiction and Modern Poetry; 383: Contemporary American Fiction  
Art & Art History 203: Medieval Art  
German 241: German Cultural History II  
History 105: Medieval Europe; 117: American History I; 118: American History II; 121: History of the Middle East I; 122: History of the Middle East II; 230: Modern Germany; 313: Deviance in Modern Europe; 371: Arab-Israeli Conflict;  
Judaic Studies 206: Jews & Judaism in the United States; 219: History of the Jews; 241: Judaism in the Hellenistic Period  
Philosophy 382: Theories of Knowledge  
Political Science 280: American Foreign Policy since 1945  
Religion 207: Holocaust & the Future of Religion; 211: Religion and Fantasy; 241: American Jewish Fiction; 316: Modern Jewish Thought

4. Judaic Studies 490

## MINOR

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1. One year (two courses) of Hebrew or other language if appropriate
2. Religion 103
3. Judaic Studies 104
4. Two electives (Judaic Studies 219 is recommended).

*NOTE:* See coordinator for further courses acceptable toward the major.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: Hebrew 101, 102; Religion 103

Second Year: Hebrew 111, 112; Judaic Studies 219; Sociology 230

Third Year: Philosophy 261; Judaic Studies 260; Religion 260

Fourth Year: Religion/Judaic Studies 316, Women and Gender in Modern Judaism; Religion 241, American Jewish Fiction or Religion 206

*NOTE:* Numerous variations are possible; see the coordinator for further courses acceptable toward the major.

## INDEPENDENT STUDY

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Examples of Independent Studies: A History of Reform Judaism in the United States, Franz Kafka, Psychology and Religion, Women in Judaism, Rabbinic Literature. Contact Prof. Lieber for more information. Independent studies may be approved to substitute for certain requirements for the major.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Dickinson's summer program in Jerusalem, "Jerusalem Layer By Layer," affords students the opportunity to explore ancient and modern dimensions of Israel's history. Students are also encouraged to spend one semester or one year in Israel and have done so through programs at the Hebrew University in Jerusalem and at Tel Aviv and Haifa Universities. These course offerings can be incorporated into the Judaic Studies major.



## COURSES

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104. **Introduction to Judaism** *See course description with Religion 104 listing.*
105. **Judaism in the Time of Jesus** *See course description with Religion 105 listing.*
206. **Jews and Judaism in the United States** *See course description with Religion 206 listing.*
216. **Topics in Judaic Studies** Selected topics in Judaic Studies. Topics offered will vary from year to year, reflecting the interests of faculty and students as well as evolving concerns of the field. Examples of topics offered: American Jewish Fiction; Modern Jewish Thought; Jews in Film and Pop Culture; Women, Gender and Judaism.
219. **History of the Jews** *See course description with Religion 219 listing.*
240. **Women in Judaism** Half of any people's history is lived by its women, but their part in the history is often overlooked or minimized by (male) historians. From the Matriarchs to Golda Meir, this course examines the roles and contributions of noteworthy as well as ordinary women in Jewish society throughout 3500 years of history.
241. **Judaism in the Hellenistic Period** Greek culture posed the most potent challenge to the survival of Jewish culture from Alexander's time to ours. This course examines how Judaism coped with an essentially friendly, multicultural society into which it was involuntarily thrust. Covers the period 333 b.c.e. to 313 c.e.
316. **Topics in Judaic Studies** *See course description with Religion 316 listing.*
490. **Senior Thesis** An independent project supervised by the Judaic Studies coordinator and an adviser from the appropriate department. The product of this course will be a written term paper that is also defended orally before a panel of three professors. *Open to senior Judaic Studies majors only.*

## HEBREW

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- \*101, 102. **First-Year Biblical Hebrew** Fundamentals of Hebrew morphology and grammar. Second term includes readings from Biblical narrative texts.
- \*103, 104. **Elementary Modern Hebrew** Introduction to the modern Hebrew language. Alphabet, phonics and grammatical structures. Emphasizes development of reading comprehension, composition and conversational skills.
- \*111, 112. **Intermediate Hebrew** Review of grammar, rapid reading of selected texts; Book of Amos in the second semester. *Prerequisite: 102 or the equivalent.*
116. **Intermediate Modern Hebrew** Formal study of Hebrew language with emphasis on oral practice and writing skills. *Prerequisite: 104 or the equivalent.*
- NOTE:* A major and minor are not offered in Hebrew. Interested students should refer to the Judaic Studies program.



# LATIN AMERICAN STUDIES

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## CONTRIBUTING FACULTY

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Cathleen E. Anderson, Assistant Professor of Spanish and Portuguese  
Marcelo Borges, Assistant Professor of History, Coordinator  
Kjell I. Enge, Associate Professor of Anthropology  
Sinan Koont, Associate Professor of Economics  
Noel Luna, Assistant Professor of Spanish  
Alberto Rodriguez, Associate Professor of Spanish  
J. Mark Ruhl, Glenn E. and Mary Line Todd Professor of Political Science

## CERTIFICATE IN LATIN AMERICAN STUDIES

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Students should declare their intention to pursue the LAS Certificate to the LAS Coordinator and with the Registrar's Office by the beginning of their junior year. Students who successfully complete all the requirements stated below will be issued a Certificate in Latin American Studies which will be awarded upon graduation from the College and will be recorded on their transcript.

The certificate in Latin American Studies requires (1) the successful completion of Latin American Studies 201; (2) completion of six other approved courses or independent studies dealing with Latin America taken in at least three academic departments, e.g., Anthropology 221 and 222, Economics 349, Political Science 251, Spanish 232 and 242, etc.; (3) demonstrated language proficiency in Spanish or Portuguese, equivalent, as a minimum, to the completion of a 200-level conversation and composition course; (4) the completion of an interdisciplinary research paper written under the supervision of at least two faculty members from different departments, and for which one course credit, one-half in the fall and one-half in the spring semester, will be offered under Latin American Studies 490 taken in the fall and spring semesters of the senior year; and (5) the successful oral defense of the research paper before a committee of at least three program professors.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: Spanish or Portuguese language; LAS 201  
Second Year: Spanish 231 or 232 or Portuguese 231; LAS courses  
Third Year: LAS courses; Spring semester, Dickinson in Mexico Program at the University of Querétaro  
Fourth Year: LAS 490; Research Paper

*NOTE:* Students must apply to the Latin American Studies Certificate Program by the beginning of their junior year.

## INDEPENDENT STUDY

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Independent Studies on Latin American topics in the Departments of Political Science, Anthropology, Spanish and Portuguese, Religion, Philosophy, History, Economics, Art & Art History or any other Academic Department that may be able to offer such instruction, with prior approval from the candidate's program supervisor.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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The Dickinson in Mexico Program at the University of Querétaro is an integral part of Latin American Studies at the College. This is a Spring Semester program. Students who participate in other off-campus programs approved by the College's Dean of International Education may petition the Committee of Contributing Faculty to have a maximum of three Latin American courses taken in said programs applied to the requirements stated above.



## COURSES

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**201. Introduction to Latin American Studies** A multi-disciplinary, introductory course designed to familiarize students with Latin American societies through a study of their history, economics, politics, literature, and culture. The purpose of the course is to provide a framework or overview to enhance understanding in the students' future courses in particular disciplines and specific areas of Latin American study. *No prerequisite, required of all Latin American certificate candidates.*

**490. Latin American Interdisciplinary Research** Research into a topic concerning Latin America directed by two or more faculty representing at least two disciplines. Students must successfully defend their research paper to obtain course credit. The paper is researched and written in the fall semester for one-half course credit and then defended and revised in the spring semester for the other half credit. Designed to satisfy requirement four (4) of Latin American Certificate Program. *Prerequisite: seniors in the program.*

The following course is offered in Querétaro:

**202. Mexican Culture and History** This course is an examination of the cultural, economic and political history of Mexico designed to provide an understanding of the complexities of modern Mexican society. Students will examine pre-Hispanic cultures, the colonial era, Mexican independence from Spain, the revolution, 20th Century political parties, the sexual revolution, current economic inequality, ethnic and linguistic diversity, and the conflict in Chiapas. Special emphasis will be placed on the history of the state of Querétaro in relation to the Mexican nation. Class trips will be made to selected areas of Mexico that are of archaeological, cultural and historical significance.

## LAW & PUBLIC SERVICE

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### CONTRIBUTING FACULTY

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Susan M. Feldman, Professor of Philosophy

Philip T. Grier, Thomas Bowman Professor of Religion and Philosophy

James M. Hoefler, Professor of Political Science

B. Ashton Nichols, Charles A. Dana Professor of English Language and Literature

Harry L. Pohlman, A. Lee Fritschler Professor of Public Policy, Professor of Political Science, Director

Andrew C. Rudalevige, Assistant Professor in Political Science

### CERTIFICATE IN LAW & PUBLIC SERVICE

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Students should declare their intention to pursue the LPS Certificate to the LPS Director and with the Registrar's Office. Students who successfully complete all the requirements stated below will be issued a Certificate in Law and Public Service which will be awarded upon graduation from the College and will be recorded on their transcript.

### SUGGESTED FOUR YEAR PROGRAM

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First and Second Year: Required skills courses for writing (English 211 or 212 or 214) and Analytical Reasoning (Philosophy 121)

Third Year: Two LPS electives (eligible courses are listed on the LPS Web page:  
[www.dickinson.edu/departments/law](http://www.dickinson.edu/departments/law))

Fourth Year: the Gateway course, LPS Seminar, and LPS internship



## COURSES

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**301. Gateway Course** This course explores the diverse public-service roles that lawyers and administrators play in law-related fields at the local, state, national, and international levels. Emphasis will be given to the professional rights and duties attached to public-service positions and the ethical dilemmas that arise in fulfilling these responsibilities. Public-service professionals will play an integral role in the course as visiting speakers. *Prerequisite: A course that qualifies as an LPS Writing Skills Course, a course that qualifies as an LPS Analytical Reasoning Course, 2 courses that qualify as LPS Electives or Permission of the LPS Director. [Eligible courses are listed on LPS Web page.]*

**401. Senior Seminar** A seminar that explores in depth a particular aspect or area involving the intersection of law and public service. Students apply the theoretical readings of the course to the realities of a relevant law/public-service institutional setting. An example is Crime and Punishment, a seminar that examines principles of criminal responsibility with a focus on homicide cases. The relevant legal/public service institutional settings for this seminar are the local criminal courts. *Cross-listed with Political Science 390. Prerequisite: 301.*

## MATHEMATICS & COMPUTER SCIENCE

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### FACULTY

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Nancy Baxter Hastings, Professor of Mathematics & Computer Science, Theodore & Catherine Mathias Chair in Mathematics and Computer Science, Chair (on leave 2002-03)

Barry A. Tesman, Associate Professor of Mathematics (Director of the Dickinson Science Program in England, 2002-04)

Lorelei Koss, Assistant Professor of Mathematics (on leave Spring 2003)

David S. Richeson, Assistant Professor of Mathematics

Vonn Walter, Visiting Assistant Professor of Mathematics

Rachelle M. Ankney, Visiting Assistant Professor of Mathematics

Richard J. Forrester, Instructor in Mathematics

Grant W. Braught, Instructor in Computer Science

Louis Ziantz, Instructor in Computer Science

Daniel T. Russo, Visiting Instructor in Mathematics

## COMPUTER SCIENCE

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### MAJOR

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132 (possibly preceded by 131)

232, 251, 314, 332, 356, 406

354 or 358 or a designated special topics course

Two electives numbered 204 or higher (Upon prior approval of the department, one of the two electives may be replaced by a course outside of computer science)

Math 161 (or 151, 152); Math 211

### MINOR

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Six computer science courses including the core courses 232 and 251 and one additional course above the 300 level. (Upon prior approval of the department, one elective may be replaced by a course outside of computer science.)



## SUGGESTED FOUR YEAR PROGRAM

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*Model 1 - CS131 as entry point (for students with no prior programming experience)*

First Year: 131, 132

Second Year: 251, 232

Third Year: 356, 314, 332

Fourth Year: 406, Computer Science Electives

*NOTE:* Math 161 (or Math 151, 152) and Math 211 must be taken in order and should be completed before the end of the sophomore year. Computer Science electives may also be taken in the second and third years.

*Model 2 - CS 132 as entry point (for students with some structured programming experience)*

First Year: 132, 232

Second Year: 251, 332

Third Year: 356, 314

Fourth Year: 406, Computer Science Electives

*NOTE:* Math 161 (or Math 151, 152) and Math 211 must be taken in order and should be completed before the end of the sophomore year. Computer Science electives may also be taken in the second and third years.

## COURSES

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**131. Introduction to Computer Science I** An introduction to Computer Science as a major scientific discipline, with topics including computer organization, networking and operating systems. Special emphasis is placed on problem-solving and experimentation through Web-based programming using JavaScript. The lab component focuses on projects that explore the design and functionality of computer systems and student-created programs. *Three hours classroom and two hours laboratory a week.*

**132. Introduction to Computer Science II** A problem-solving course that utilizes object-based software design using Java. Topics include code modularity and reusability, recursion, data storage, and the empirical and theoretical comparison of elementary algorithms. The lab component focuses on programming as a tool for solving problems and simulating real-world events. *Prerequisite: 131 or one year of High School programming, or instructor's permission. Three hours classroom and two hours laboratory a week.*

**203, 204. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course credit.*

**232. Data Structures and Problem Solving** An advanced problem-solving course that focuses on the design and analysis of data structures including lists, stacks, queues, trees, and hash tables. Object-oriented design principles in Java are introduced. The lab component focuses on the implementation and application of data structures to solving complex problems. *Prerequisite: 132. Three hours of classroom and two hours laboratory a week. Offered every spring.*

**251. Computer Organization** Computer architectures, data representations, machine arithmetics, conventional machine language instructions, assemblers and loaders; an introduction to assembly language programming. *Prerequisite: 132.*

**314. Theoretical Foundations of Computer Science** An introduction to the theory of computer science including formal language theory (grammars, languages, and automata including Turing machines), and an introduction to the concept of effectively computable procedures, computability theory, and the halting problem. *Prerequisite: 132 and Math 211.*

**332. Analysis of Algorithms** A study of algorithmic approaches to problem-solving and techniques for analyzing and comparing algorithms. Approaches such as divide-and-conquer, dynamic programming, and



backtracking will be explored in conjunction with complex structures such as trees and graphs. Topics in computational complexity include asymptotic complexity measures, intractability, and  $nP$ -complete problems. *Prerequisite: 232, Math 211. Offered every spring.*

**354. Operating Systems** A survey of operating system software, multitasking and time-sharing operating systems; process management and scheduling, memory management and addressing; filing systems. *Prerequisite: 251.*

**356. Programming Language Structures** Basic properties and special facilities of such higher level languages as Pascal, C++, LISP, and PROLOG; data types, scope rules, block structures, procedure calls and parameter types, storage allocation considerations. *Prerequisite: 232.*

**358. Computer Architecture and Logical Design** Introduction to the design of digital computers and networks. Topics include coding, data representation, arithmetic and logical design using external memories. Included will be an introduction to the design of 8/16/32-bit microprocessors. Knowledge of electronics is not required. *Prerequisite: 251.*

**364. Artificial Intelligence** Application of computers to tasks that are usually considered to demand human intelligence. Topics include natural language parsing, search techniques, game playing, problem solving, learning pattern recognition, and understanding. Introduction to LISP or PROLOG. *Prerequisite: 232.*

**374. Computer Graphics** Foundation and mathematics of computer graphics systems, including 2- and 3-dimensional techniques of line and block diagrams, solid and surface figures, display algorithms, and hardware implementation. Use of high-resolution color vector and raster systems. *Prerequisite: 232 and Math 211.*

**378. Information Systems** Relational, hierarchic, and network models in data base management; data definition languages and data manipulation languages; systems analysis; natural language processing and human information processing may be considered if time permits. *Prerequisite: 232.*

**393, 394. Special Topics** Topics to be announced when offered. Possibilities include software engineering, Networks, and Compiler Design. *Prerequisite: permission of the instructor.*

**406. Senior Seminar** An in-depth examination of selected topics in computer science, with an emphasis on ethical, intellectual and philosophical issues in computing. A substantial project involving both a written and oral presentation will be required. *Prerequisite: Any two 300-level courses and senior standing in computer science.*

## MATHEMATICS

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### MAJOR

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Math 161 (or 151, 152), 162, 211, 261, 351, 361

One math course having 351 or 361 as a prerequisite

One additional math course numbered 301 or higher, two math electives numbered 201 or higher

(Upon prior approval by the department, one of the two electives may be replaced by a course outside of mathematics or by the professional semester in mathematics.)

Computer Science 132

### MINOR

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Six courses including the core courses: 211, 261, and either 351 or 361. (Upon prior approval of the department, one elective may be replaced by a course outside of mathematics.)



## SUGGESTED FOUR YEAR PROGRAM

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*Model 1* - Math 151 as entry point (for students with weak pre-calculus preparation)

First Year: 151, 152

Second Year: 162, 211, 261, Computer Science 132

Third and Fourth Years: 351, 361, Mathematics Electives

*Model 2* - Math 161 as entry point (for students with suitable pre-calculus preparation)

First Year: 161, 162

Second Year: 211, 261

Third and Fourth Years: 351, 361, Mathematics Electives

Students with AP credit in Calculus can begin the major with Math 162 (Calculus II), Math 211 (Discrete Mathematics) or Math 261 (Calculus III).

## COURSES

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**120. Quantitative Reasoning** This course teaches fundamental concepts and skills of quantitative reasoning. The emphasis is on developing the tools of critical thinking needed to understand, interpret, assess, and communicate numerical information and arguments. Specific topics to be covered include measurement, scales and magnitudes, number representation, proportional reasoning, randomness, sample surveys and simple experiments. *Students who have received credit for 121 cannot take this course for credit. Does not count toward the major or minor in mathematics.*

**121. Elementary Statistics** An introduction to the fundamental concepts involved in collecting, displaying, summarizing, and drawing inferences from data. Topics include exploratory data analysis, design of surveys and experiments, probability, sampling distributions, estimation, and significance testing. *Does not count toward the major or minor in mathematics.*

**\*151, 152. Introduction to Calculus** First semester: a study of functions and limits with an introduction to derivatives. Second semester: continuation of differential calculus and an introduction to integral calculus with emphasis on applications. As needed, this sequence is augmented with a review of algebra, geometry, etc. Students are strongly encouraged to take both semesters. A two-course sequence designed to prepare students for Math 162, Calculus II. *Course meets in a computer lab five hours per week. Because of course content similarity, students cannot receive credit for both Math 152 and Math 161. Prerequisite: departmental placement.*

**161. Calculus I** The study of real-valued functions, limits, derivatives, and their applications. Three hours of classroom and two hours of lab per week. *Because of course similarity, students cannot receive credit for both 152 and 161. Prerequisite: departmental placement, or 151 with permission of the instructor.*

**162. Calculus II** The study of transcendental functions, methods of integration, separable differential equations, infinite sequences and series, and an introduction to parametric equations and polar coordinate systems. Concepts and applications are emphasized. *Three hours classroom and two hours of lab per week. Prerequisite: 152 or 161 or departmental placement.*

**201, 202. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course.*

**211. Discrete Mathematics** An introduction to fundamental mathematical concepts used in mathematics and computer science. The course presents the principles of mathematical logic and methods of proof such as direct and indirect proofs and mathematical induction. Other topics include sets, functions, relations, matrix algebra, and techniques from elementary combinatorics and graph theory. *Prerequisite: 161.*

**221. Statistical Data Analysis** An introduction to principles and techniques of data analysis and statistical models. Methods to be studied chosen from exploratory data analysis, simple and multiple regression,



analysis of variance, contingency tables, time series, logistic regression, and experimental design. *Prerequisite: 162. Offered every two years.*

**222. Probability** An introduction to the mathematical theory of probability, including such topics as combinatorial methods, conditional probability and independence, discrete and continuous random variables, and expectation. *Prerequisite: 162. Offered every two years.*

**241. Differential Equations** Elementary methods of solutions of selected types of differential equations; solutions of systems of linear differential equations with constant coefficients; and a brief introduction to numerical methods and series solutions. Includes a strong emphasis on applications. *Prerequisite: 162. Offered every two years.*

**261. Calculus III** Multivariate calculus including vectors, three-dimensional analytic geometry, vector-valued functions, functions of several variables, partial differentiation, and multiple integration. Additional topics if time permits. *Prerequisite: 162 or departmental placement.*

**262. Introduction to Linear Algebra** Topics include matrices, linear transformations, vector spaces, eigenvalues and eigenvectors, with applications to differential equations and geometry. *Prerequisite: 162.*

**301, 302. Special Topics** Topics to be announced when offered. *Prerequisite: Permission of the instructor. One-half or one course credit.*

**311. Applied Combinatorics** An advanced course in discrete mathematics introducing the basic tools of combinatorics and their applications. The course will consider the three basic problems of combinatorics; counting, existence and optimization. *Prerequisite: 211. Offered every two years.*

**321. Mathematical Statistics** An introduction to mathematical theory of statistical inference. Topics include point and interval estimation and significance testing. As time permits, further topics may include exploratory data analysis, linear regression, analysis of variance, and categorical data analysis. *Prerequisite: 222 and 261. Offered every two years.*

**341. Numerical Methods** An introduction to numerical methods for solving mathematical problems. Topics chosen from interpolation, numerical differentiation and integration, solutions to linear and non-linear systems, numerical solutions to differential equations and related topics. *Prerequisite: 261 and knowledge of a programming language. Offered every two years.*

**351. Algebraic Structures** An introduction to axio-matic formalism using algebraic structures as paradigms. Topics chosen from groups, rings, integral domains, fields and vector spaces. *Prerequisite: 211.*

**361. Analysis I** A theoretical development of calculus including the topics of continuity, limits, differentiation and integration. Many of the major theorems only stated in Math 161,2 will be proven. Course starts with an examination of the real number system. *Prerequisite: 211 and 261.*

**362. Analysis II** A continuation of the theoretical development of the calculus including such topics as Taylor polynomials, convergence of sequences and series of functions. Additional topics will be included if time permits. *Prerequisite: 361 or permission of the instructor.*

**401, 402. Special Topics** Topics to be announced when offered. *Prerequisite: permission of the instructor. One-half or one course credit.*

**472. Complex Analysis** An introductory study of functions in the complex plane. Topics include: complex numbers and functions, the theory of differentiation and integration of complex functions; Cauchy's integral theorem; the Residue theorem; conformal mappings. *Prerequisite: 361.*

**481. Topology** An elementary study of metric and topological spaces touching upon open and closed sets, compactness, and connectedness. *Prerequisite: 361.*



# MEDIEVAL & EARLY MODERN STUDIES

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Medieval and Early Modern Studies is a multidisciplinary approach to European cultures and civilizations from late antiquity (ca. 500) to the beginnings of the Enlightenment (ca. 1750). The major incorporates materials and methodologies from the fields of literary studies, history, art history, music, philosophy, and religious studies. Students in the program have considerable flexibility in the design and focus of their courses of study.

## CONTRIBUTING FACULTY

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Sylvie Davidson, Professor of Romance Languages and Literatures (Director, Dickinson Center in Toulouse, 2002-03)

Mara Donaldson, Professor of Religion (on leave 2002-03)

Cyril Dwiggin, Associate Professor of Philosophy

\*Beverly Eddy, Professor of German

Christopher Francese, Associate Professor of Classical Languages

\*Carol Ann Johnston, Associate Professor of English, Martha Porter Sellers Chair in Rhetoric and the English Language (on leave 2002-03)

\*David Kranz, Professor of English

Marc Mastrangelo, Assistant Professor of Classical Studies

Kirk Moll, Librarian, Library Resources

Ted Pulcini, Associate Professor of Religion

Abraham Quintanar, Instructor in Spanish

John Ransom, Associate Professor of Political Science

Thomas Reed, Professor of English

Alberto Rodriguez, Associate Professor of Spanish

\*Melinda Schlitt, Associate Professor of Art History

Stephen Weinberger, Robert Coleman Professor of History, Coordinator

\*Blake Wilson, Associate Professor of Music

\*Members of the Medieval & Early Modern Studies Steering Committee 2002-03

## MAJOR

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Eleven courses:

- I. Medieval & Early Modern Studies 200
- II. Core courses: five courses including History 105 and 106, and three courses focused in the time frame or on M&EMS theory, one each in Music, Art & Art History and literature in any language
- III. Cluster courses: four courses on a topic decided in consultation with a M&EMS adviser, in more than one department and including courses above the 100 level
- IV. Senior research: Medieval & Early Modern Studies 490

## ADVISING

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Each student will choose his/her adviser from among participating faculty. The adviser's responsibility will be to ensure that the student's "cluster courses" have an appropriate depth and academic level; i.e., a cluster cannot be composed of four courses at the 100-level, or four courses from one department. The adviser will also guide the student in developing the cluster with an eye towards The Senior Experience. The Senior Experience will be an interdisciplinary research project drawn from the cluster topic and courses. The student will explore this topic at a more advanced and synthetic level than in the cluster courses.



## COURSES

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200. **Discourse and Methods in Medieval and Early Modern Studies** Sophomore methods course for the major in Medieval and Early Modern Studies. This is a team-taught, interdisciplinary course, with topics and faculty rotating among the participating departments. Each course will be offered under the umbrella of a single topic, such as a city, a subject, an idea. An introduction to critical and historical methods and discourses within the discipline of Medieval and Early Modern Studies, including reading, critique, research, and interpretation.

490. **The Senior Experience** Senior Projects and Research in Medieval and Early Modern Studies. Seniors in the major will work independently with a director and a second faculty reader (representing another discipline in the major) to produce a lengthy paper or special project which focuses on an issue relevant to the cluster of courses taken previously. Under the direction of the program coordinator, students will meet collectively 2 or 3 times during the semester with the directors (and, if possible, other MEMS faculty) to share bibliographies, research data, early drafts, and the like. This group will also meet at the end of the semester to discuss and evaluate final papers and projects. *Prerequisite.* 200; four-course "cluster."

## CORE AND CLUSTER COURSES

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Art & Art History: 101, 102, 300, 301, 304, 306, 203, 205, 391

English: 101, 339, 350, 390, 392, 394, 399, 403

French & Italian: French 361, 364; Italian 225 (offered in Bologna ), 251, 320, 400

German: 240, 251, 341

History: 105, 106, 121, 222, 223, 243, 253, 213, 313

Music: 101, 107, 351, 352

Philosophy: 242

Religion: 209, 211, 212, 214, 259, 260, 310, 390, 490

Russian: 223, 260

Spanish: 241, 244, 352

## MILITARY SCIENCE

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Participation in military science courses during the freshman and sophomore years results in no military obligation. Individuals who elect to continue in and successfully complete the program during their junior and senior years can receive a commission as a second lieutenant in the U.S. Army, National Guard or Army Reserves upon graduation. They will be required to serve from four months to four years in the active Army, depending upon type of commission.

## FACULTY

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Mark N. Mazarella, Professor of Military Science, Chair

Barry K. Farquhar, Instructor in Military Science

David D. Carter, Instructor in Military Science

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 101, 102

Second Year: 211, 202

Third Year: 321, 302

Summer between third and fourth years: 5-week ROTC Advanced Camp

Fourth Year: 401, 431

*NOTE:* Options are available for those individuals who encounter scheduling conflicts or who desire to



begin participation after their freshman year. Contact the department for further information.

**Advanced Leadership Practicum:** A five-week summer training program at an Army installation which stresses the application of military skills to rapidly changing situations. Participants are evaluated on their ability to make sound decisions, to direct group efforts toward the accomplishment of common goals, and to meet the mental and physical challenges presented to them. Completion of this practicum is required prior to commissioning and it is normally attended between the junior and senior years. Participants receive room, board, travel expenses, and medical care, and are paid for the five-week period.

**Leadership Laboratory:** Students who enroll in the ROTC program as cadets are required to attend a leadership laboratory one hour a week as a practical application and reinforcement of military skills introduced in the classroom. Students who take MS 101, 102 who do not desire to enroll as cadets are encouraged to attend the leadership laboratory, but are not required to do so.

**Financial Assistance:** Books and equipment for military science courses and the ROTC program are provided free of charge to all cadets. All juniors and seniors in the ROTC program (advanced course) and scholarship cadets are paid a tiered, tax-free subsistence allowance of \$250-\$400 a month and receive certain other benefits.

**Physical Education Credit:** Two blocks of physical education for military science may be earned (one block after two years participation and a second prior to graduation).

**Scholarships:** Army ROTC scholarships based on merit are available. Recipients receive \$17,000 annually to apply toward tuition. In addition, all scholarship recipients receive \$600 annually for books, a tiered, tax-free stipend ranging from \$250-\$400 per month and a room and board grant from the College. High school seniors may apply for four-year scholarships. During the academic year, Dickinson students (whether enrolled or not in ROTC) may compete for three and two-year scholarships. Information may be obtained from high school counselors or any ROTC professor of military science. Recipients agree to a service obligation. Scholarships are also available for students entering a medical school or pursuing graduate studies in the basic health sciences. For additional information contact the director of enrollment, military science department.

**Corresponding Studies Program:** Students participating in an off-campus study program in the U.S. or abroad may continue participation in either the Army ROTC basic course or advanced course and receive the same course credit and benefits as a student enrolled in the on-campus program. Army ROTC scholarship students are also eligible to participate in this program. For more information contact the director of enrollment, military science department.

**Non-Dickinson Students:** Students pursuing a baccalaureate or advanced degree program at nearby colleges are eligible to cross-enroll in the Dickinson College ROTC program. These schools have registration or transfer procedures which allow full or partial credit toward graduation for military science courses taken through Dickinson. Contact this department for more information.

## COURSES

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**101, 102. Introduction to Military Science** A critical inquiry into the evolution of the relationship between military policy and the foreign and economic policies of the United States. A careful study of military history designed to foster in the student a balanced judgement of both political leaders and soldiers and of their mutual problems in the conduct of military affairs in peace and war. By means of both written and oral presentations regarding the history of military art, battle history, technical studies and the relationship of the armed forces with society, students will be encouraged to develop a habit of critical reflection. To complement their investigation of military history, students will receive practical instruction in the application of military art and basic soldier skills. *One-half course credit.*

**201, 202. Application of Military Science** Advanced instruction in topics introduced in the first year. Participation in operations and basic tactics to demonstrate leadership problems and to develop leadership



skills. *Meets two hours per week each semester.*

**211. Organization and Management** Concepts of organization theory and the principles of management. Management and leadership relationships are investigated as they apply to the general theory and practice of the management functions of planning, organizing, staffing, direction, coordination, control, innovation and representation. *One-half course credit.*

**301, 302. Advanced Application of Military Science** Emphasis on leadership. Situations require direct interaction with other cadets and test the student's ability to meet set goals and to get others to do the same. Students master basic tactical skills of the small unit leader. Meets three hours per week and selected weekends each semester. *Prerequisite: open only to advanced course cadets.*

**321. Leadership and Management** Principles and techniques of effective leadership, methods of developing and improving managerial abilities and leadership qualities, and a basic understanding of interpersonal interactions. Use is made of recent developments in the administrative and the behavioral sciences to analyze the individual, group, and situational aspects of leadership, and the management of resources. *One course credit. Prerequisite: open only to advanced course cadets.*

**401, 402. Command and Staff** Emphasis is placed on developing planning and decision-making capabilities in the areas of military operations, logistics and administration. *Meets three hours per week and selected weekends each semester. Prerequisite: open only to advanced course cadets.*

**431. Contemporary Problems Seminar** Seminars in selected areas emphasizing the interplay of multifarious considerations in exploring the environment of the contemporary American scene, and the position of the U.S. in the world. Normally seminars will be offered in two major areas:

- a. **Civil-Military Relations** Examines the contemporary U.S. as it relates to the decision-making process affecting the U.S. military establishment. Emphasis is on the interdependence of military, social, legal, and ethical considerations in forming policies, as well as the interchange of influence, the military on society and society on the military. Normally, three problems are examined; these change by semester. Professors from other departments participate as discussion leaders. *One course credit.*
- b. **Comparative National Security Policies** Examines the national security policies and postures of the United States, eastern Europe countries, People's Republic of China, and selected other nations. Emphasis is placed on discovering (through independent study, discussion, and common readings) the features common to all major powers so their differences can be better understood. *One course credit.*



# MUSIC

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## FACULTY

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Blake Wilson, Associate Professor of Music, Chair  
 Lynn Holding, Senior Artist Faculty in Voice  
 Jennifer Blyth, Assistant Professor of Music  
 Robert W. Pound, Assistant Professor of Music (on leave Spring 2003)  
 Richard A. Rischer, Assistant Professor of Music  
 Blanka Bednarz, Instructor in Music  
 Lina Bahn, Artist-in-Residence (Corigliano Quartet)  
 Michael Lim, Artist-in-Residence (Corigliano Quartet)  
 Melia Watras, Artist-in-Residence (Corigliano Quartet)  
 Jeffrey Zeigler, Artist-in-Residence (Corigliano Quartet)

## CONTRIBUTING FACULTY

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Eun Ae Baik-Kim, Staff Accompanist and Instructor in Piano  
 James Dunn, Woodwinds  
 Mary Hannigan, Flute  
 Carolyn Henry, Brass Ensemble  
 Eric Henry, Tuba and Euphonium  
 James Hontz, Guitar  
 Fred Quigley, Jazz Ensemble and Symphonic Band  
 Michael Schmidt, Cello  
 Mary Snow, String Bass  
 Stephen Strawley, Trumpet  
 Suzanne Thierry, Instructor in Piano  
 Julie Wagner, Bassoon  
 David Zygmunt, Percussion

## MAJOR

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All majors will take a six-course core curriculum including Music 101, 102, 125, 126, 245, 246, plus one course from Music 351, 352, 353, 354. To complete the major a student may choose from four options:

**Music Composition emphasis:** 255, 256, 491, 492. The 300-level seminar must be 354 or another seminar by permission of department chair.

**Music History emphasis:** Two additional courses from 351, 352, 353, 354, and either Music 495 or 496 (senior seminar) by advisement, culminating in a research paper.

**Music Theory emphasis:** 255, one additional course from 351, 352, 353, 354 and 493 or 494.

**Music Performance emphasis:** one additional course from 351, 352, 353, 354 and 423, 424 (repertory and performance), culminating in a senior recital. Majors with this emphasis who wish to apply for study abroad in the junior year must have their adviser's permission to pursue the Performance Studies emphasis before the end of fall semester, sophomore year.

*Note:* Permission may be granted by the chairperson to count a course from Music 103 to 111 in all three emphases.

**Performance Studies Fees:** for all music majors the half-hour fee is waived, and for all performance studies majors, the full-hour fee is waived, provided the following conditions are met:



## MUSIC

1. The student must be a declared music major;
2. The student must have completed one course in the core music curriculum (Music 101, 102, 115, 125, 126, 245, 246) AND be preregistered for a second core music course.

## MINOR

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All minors will take the following courses: Music 101, 102, 125, 126; and two courses in Music History or Theory numbered above 102, or Music 413, 414.

## CO-CURRICULAR PROGRAMS

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**Brass Ensemble** Open by audition to all brass players. The ensemble varies between ten and twenty members, rehearses weekly, and performs each semester in formal concert settings, at official college functions, and in less formal community venues.

**Chamber Music Ensembles** The music department supports several student chamber music ensembles, including a brass ensemble and a string quartet. These and other groups perform regularly at monthly Noonday Concerts.

**College Choir** A mixed choir open through audition to everyone in the college community. Several major choral works are performed each year at Dickinson with the College-Community Orchestra. *Permission of the director required.*

**College-Community Orchestra** Open to students and faculty at the college and to instrumentalists from the surrounding area interested in the performance and study of the best in orchestral literature. *Permission of the director required.*

**Collegium** The Dickinson Collegium consists of a small choir of 24 voices, and small instrumental ensembles that perform in conjunction with the choir. The groups specialize in, but are not limited to, music of the medieval, Renaissance and Baroque eras. The Collegium performs in a variety of settings, including an annual Christmas concert in Memorial Hall. The choir rehearses twice a week, and *admission is by audition.*

**Jazz Ensemble** 18 musicians perform classic and contemporary jazz in this group in concerts and for social occasions. Annual concert with nationally-known guest soloist. Performance at Intercollegiate Jazz Festival and The Montreux (Switzerland) International Jazz Festival represent recent accomplishments. *Membership is by competitive audition.*

**Symphonic Band** Weekly rehearsal by 50 to 60 instrumentalists interested in the study of quality band literature of various musical periods. *Permission of the conductor is required.*

## COURSES

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**100. The Art of Music** An introductory course intended for those students with little or no previous knowledge of music. Representative works from all periods and styles are studied in such a way as to emphasize the acquisition of permanent listening skills. *This course does not count toward the major.*

**101. History of Music** An introductory course for students with some previous music experience providing training in intelligent listening through chronological discussion and analysis of selected representative works from the Middle Ages to 1750.

**102. History of Music** An introductory course for students with some previous music experience providing training in intelligent listening through chronological discussion and analysis of selected representative works from the classical period (c. 1750) to the present.

**103. 20th-Century Music** A survey of the major trends in music during the 20th century. *Prerequisite: 100, 101 or 102 or permission of the instructor.*



**104. History of Opera** A survey of operatic literature from its inception to the present. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**105. Instrumental Music** A discussion of selected topics in instrumental music, e.g., symphonic literature, chamber music, and keyboard literature. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**106. Music in the United States** An introduction to American music from the 18th to the 21st centuries. An overview of Native American, European, and African musical antecedents will serve as a foundation for the exploration of American musical genres including sacred and folk music in the colonies, blackface minstrelsy, Tin-Pan-Alley, concert music and opera, Broadway musical, and post WWII popular and art musics.

**107. Biographical Studies** A study of the life and works of a major composer, e.g., Bach, Beethoven, Mozart, or Bartok. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**108. American Jazz** A study of the roots of jazz in social, cultural and artistic dimensions followed by a chronological survey of the evolution of jazz styles from the late 19th century to the present. *Prerequisite: 100, 101 or 102 or permission of the instructor.*

**110. Music in England** A topics course in the history and performance of music which uses the performances of music and the musical settings of London and its environs as part of the study. *Taught only in the Summer Session in England program.*

**112. The Fundamentals of Music Through Voice** A course for students who wish to learn to read musical notation at sight in the treble and bass clefs and to sing correctly and expressively. The basics of musical notation in pitch and rhythm are learned using the voice as the instrument. Participants discuss and practice healthy vocal technique, ear training, sight sing, and rhythmic skills. *One-half course.*

**113, 114. Performance Studies I** Private study open to all students who demonstrate some acquaintance with musical notation, and who should continue to study voice or an instrument at the basic level. *One-half or one course each semester. Prerequisite: permission of the instructor.*

**115. Fundamentals of Music** A hands-on introduction to the fundamentals of music through reading, writing, listening, singing, and basic keyboard skills. Emphasis is upon the acquisition of musical literacy grounded in a thorough knowledge of music notation. *The course is intended for non-majors with little or no theory background, and for minors and majors as a preparation for Music 125.*

**125, 126. Theory of Music I** An introduction to the basic materials of music by means of discussion, analysis, and written exercises, complemented by intensive drill in sight singing, ear training, and keyboard harmony. *Prerequisite: permission of the instructor.*

**213, 214. Performance Studies II** Private study open to students who demonstrate a basic technique, and who should continue to study voice or an instrument at the intermediate level. *One-half or one course each semester. Prerequisite: 114 and permission of the instructor.*

**245, 246. Theory of Music II** Introduction to the basic materials of music continued. Evolution of chromatic harmony in the 19th century and selected techniques in 20th-century music. Increased emphasis is placed upon stylistic and critical analysis. *Prerequisite: 126.*

**255. Techniques of Composition** An introduction to various compositional trends which emerged during the twentieth century. Techniques such as extended chromaticism, modal composition, free atonal counterpoint and serialism, are explored as well as the resources of MIDI (Musical Instrument Digital Interface). Current notational procedures are examined and practiced. The course concludes with a final composition project for solo or chamber instrumental or vocal forces. The music department is equipped with a computer music lab for student use on assignments and projects. *Prerequisite: 125 and 126 and permission of the instructor.*



**256. Composition Seminar** This course explores in depth composition for instruments or voices, and emphasizes scoring for large ensembles, including orchestra, symphonic band, and chorus. Extended instrumental techniques are discussed as well as advanced notational procedures. The course concludes with a final composition project appropriate to one of the college co-curricular ensembles. *Prerequisite: 255 or permission of the instructor.*

**301. Historical Performance Practices** Methods, materials and issues involved in the performance of music prior to 1850. Ornamentation, improvisation, vocal and instrumental tone color and technique, access to repertory and performing editions. Practical application of concepts. *Prerequisite: 100, 101, 102 or permission of the instructor.*

**313, 314. Performance Studies III** Private study open to non-majors and majors with a performance emphasis, who demonstrate a fully developed technical skill and who should continue study on the advanced level. May be repeated for credit with the permission of the instructor. *One-half or one course each semester. Prerequisite: 214 and permission of the instructor.*

**323, 324. Repertory and Performance (Junior Year)** Private study for music majors with a performance emphasis. An upper divisional hearing is required at the end of 323 to determine if the student is prepared for the junior recital required as part of 324. *Prerequisite: 214 and permission of the instructor.*

**351. Seminar in Medieval and Renaissance Music** Studies in selected topics of the history of music from chant to ca. 1600. *Prerequisite: 101 and 126 or permission of the instructor. Offered alternate years.*

**352. Seminar in Baroque Music** Studies in selected topics of the history of music ca. 1600-1750. *Prerequisite: 101 and 126 or permission of the instructor. Offered alternate years.*

**353. Seminar in Classic and Romantic Music** Studies in selected topics of the history of music from ca. 1750 to 1900. *Prerequisite: 102 and 126 or permission of the instructor. Offered alternate years.*

**354. Seminar in Contemporary Music** Studies in selected topics of the history of music ca. 1900 to the present. *Prerequisite: 102 and 126 or permission of the instructor. Offered alternate years.*

**413, 414. Performance Studies IV** Private study for non-majors or majors without a performance emphasis who will continue study at an advanced level. *Prerequisite: 314 and permission of the instructor.*

**423, 424 Repertory and Performance (Senior Year)** A two-semester sequence of private study culminating in a public senior recital that includes a variety of musical styles and, for vocalists, languages. The culmination of 423 is a research paper on a composer, poet or genre relevant to the recital program. Must be taken in sequence within the same academic year. *Prerequisite: core curriculum, 324, and permission of the instructor and chair.*

**491, 492. Senior Seminar in Composition** Advanced independent study culminating in the creation of a substantial composition. The course must be taken as a fall-spring pair of half-credit courses. Open to seniors majoring in music. *Prerequisite: 245, 246, 255 and permission of the chairman of the department chair.*

**493, 494. Senior Seminar in Analytical Theory** Advanced independent study in musical analysis culminating in the creation of a major analytical essay. Open to seniors majoring in music. *Prerequisite: 245, 246, the relevant 300-level seminar, and permission of the department chair.*

**495, 496. Senior Seminar** Advanced independent study in music history culminating in a major research paper. Open to seniors majoring in music. *Prerequisite: two courses from 351-354 and permission of the department chair.*

**NOTE:** Students may withdraw from performance studies courses with a full refund (minus charges for lessons taken) up to the end of the add/drop period. After the add/drop period, no refund is made.



# PHILOSOPHY

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## FACULTY

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Philip T. Grier, Thomas Bowman Professor of Religion and Philosophy, Chair  
 Susan M. Feldman, Professor of Philosophy (on leave Spring 2003)  
 Cyril Dwiggins, Associate Professor of Philosophy  
 Jessica T. Wahman, Visiting Assistant Professor of Philosophy

## CONTRIBUTING FACULTY

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Harry D. Krebs, Professor of East Asian Studies

## MAJOR

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Ten courses, including 120 or 121, 241, 243, either 364 or 373 or 374, and six other courses chosen with the advice of the department, at least two of which must be at the 300 level, and only one of which may be taken as independent study. Majors should complete the logic requirement (121) as soon as possible, and should take 241 and 243 early in the major. For any given term the chairman may designate courses in other programs which may be counted toward the major in philosophy; express permission of the adviser is required in each case.

Declared majors have the right but not the obligation to participate with vote in deciding and implementing departmental policy. Prior to the term in which they exercise this option, majors must have declared their intention to do so; during that term they must attend department meetings and assist in departmental business.

## MINOR

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Six courses chosen with the advice of the department.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 111 or 112 or 120 or 121

Second Year: 241, 120 or 121 (if not taken previously), 243, elective in philosophy

Third Year: two electives, 300 level seminar (including appropriate courses taken abroad)

Fourth Year: 364 or 373 or 374, 300 level seminar or independent study/research

## INDEPENDENT STUDY

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The department supports independent study by its majors, especially as leading to an Honors thesis (see below). Any student interested in independent study in philosophy should see the appropriate instructor to negotiate topics, readings, and logistics.

## HONORS IN THE MAJOR

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Students may complete an honors thesis in their senior year. The thesis is an original piece of philosophical writing, the product of student research and reflection, written under the guidance of a member of the department acting as adviser. Usually, students work on the thesis for two semesters senior year, enrolling in Independent Research (Phil. 500) each semester. Honors are awarded upon successful oral defense of the completed thesis.



## INTERNSHIPS

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Many students have found ways to combine their philosophical interests with internships, particularly in areas of applied ethics, law, or public policy. Contact the department chairperson.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Majors are encouraged to study abroad, at Dickinson programs at UEA or elsewhere. In the past, majors have studied at universities all over the world: China, Cameroon, France, Australia. Contact the department chairperson.

## COURSES

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**111. Introduction to Philosophy** An introduction to Western philosophy through an examination of problems arising in primary sources. How major philosophers in the tradition have treated such questions as the scope of human reason, the assumptions of scientific method, the nature of moral action, or the connections between faith and reason.

**112. Ethics** Major theories in terms of which philosophers have tried to make sense of moral problems. The aims are to expand the student's understanding of ethical alternatives, to provide models and methods for thinking about moral dilemmas, and to help formulate and clarify one's own ethical position.

**113. Introductory Topics in Philosophy** Introduction to philosophy through the exploration of a specific topic or problem.

**120. Persuading and Arguing** The study and practice of forms and methods of argumentation in English. Students will learn methods of identifying, evaluating, and formulating sound arguments and will learn to distinguish these from faulty reasoning that may nonetheless appear persuasive.

**121. Introductory Symbolic Logic** An introduction to the basic concepts and techniques of symbolic logic through the study of sentential logic and quantificational logic. Focus on symbolizing sentences and arguments, constructing formal proofs of validity, demonstrating validity and invalidity using semantic techniques.

**210. Philosophy of Feminism** Critical examination of key issues concerning the status and roles of women and of the developing theories which describe and explain gender-related phenomena and prescribe change for the future. *This course is cross-listed as Women's Studies 210. Prerequisite: WS 200, one course in philosophy or permission of the instructor.*

**241. Ancient Philosophy** The emergence of logos out of and in tension with Greek mythos. Presocratic myth. Plato's myth of Logos. Aristotle's Logos of 'Nature'. Retreat from/retreatment of logos after Aristotle. *Prerequisite: a previous course in philosophy or permission of the instructor.*

**242. Medieval and Renaissance Philosophy** The problematic of faith and reason. Universals and universities. Neoplatonic and Aristotelian schools. Aquinas, Scotus, Ockham. Paganism, politics, and mysticism in Renaissance thought. *Prerequisite: a previous course in philosophy; or History 257; or permission of the instructor.*

**243. Philosophy in the 17th and 18th Centuries** Origins of the modern tradition in Western philosophy. Particular emphasis on the problems of method in thinking, the nature and scope of knowledge, the quest for certainty, and views on the nature of reality. *Prerequisite: a previous course in philosophy (241 recommended) or permission of the instructor.*

**245. Philosophy in the United States** Philosophies shaping and shaped by the beliefs and practices of the American peoples. Sometimes taught historically (Puritans, Federal period, transcendentalism, social Darwinists, pragmatism, contemporary philosophies); sometimes by focusing exclusively on pragmatism



and its critics. *Prerequisite: a previous course in philosophy or American Studies 201 or permission of the instructor.*

**246. Asian Philosophies** Characteristics and problems of thought outside the West. Methods of comparative philosophy. Close examination of works and movements within a major tradition (in different semesters: China, India, Japan, Buddhist schools). *Prerequisite: a previous course in philosophy or permission of the instructor.*

**251. Philosophy of Religion** What it means to examine the phenomenon of religion philosophically. Problems which come to light from such an examination, such as the nature of religious experience, the relationship of reason and religion, and the meaning of religious language. Emphasis on the variety of forms in which the phenomenon of religion manifests itself. *Prerequisite: a previous course in philosophy; or major standing in anthropology, sociology, or religion; or permission of the instructor.*

**252. Philosophy of Art** What is a work of art? Inquiries into the nature of art and aesthetic experience and of the meaning of literature and the arts in one's own life and the life of a culture. Conversations with local and visiting artists on special problems. *Prerequisite: a previous course in philosophy; or major standing in a literature, music, or art; or permission of the instructor.*

**253. Philosophy of Society** Ways in which one's view of human nature, the human good, and the nature of justice interact in any coherent vision of the structure of a just society. *Prerequisite: a previous course in philosophy or major standing in any of the social sciences.*

**254. Philosophy of Science** Logic and methods of scientific thinking. The impact of science on the contemporary world. Conceptions of theories and of observable facts. The rationality of science and of choice among theories. General questions about knowledge, values, and ultimate beliefs as they relate to the scientific enterprise. *Prerequisite: a previous course in philosophy or major standing in mathematics or any of the natural sciences.*

**255. Philosophy of Law** Fundamental problems such as the nature of law, the justification of legal authority, the relationship between legality and morality, the nature of judicial decision-making, theories of punishment, and issues involved in civil disobedience. *Prerequisite: a previous course in philosophy or major standing in political science.*

**261. Intermediate Topics in Philosophy** Examination of specific problem, author, text, or movement. *Prerequisite: a previous course in philosophy, major standing in a field relevant to the subject matter, or permission of the instructor.*

**364. Major Texts in 19th-Century Philosophy** A seminar centered on a major text or texts of significant 19th century philosophers such as Hegel, Kierkegaard, Marx or Nietzsche. *Prerequisite: two courses in philosophy or permission of the instructor.*

**373. Major Texts of Twentieth-Century Continental Philosophy** A seminar concentrating on a single major text or a series of texts representing significant movements in continental European thought since 1900, such as phenomenology, existentialism, structuralism, or deconstruction. Typical foci: Husserl, Heidegger, Sartre, Merleau-Ponty, or Derrida. *Prerequisite: 243 and at least one other course in the department, or permission of the instructor.*

**374. Major Themes of Twentieth-Century Analytic Philosophy** A seminar critically examining selected key themes in twentieth century Anglo-American philosophy; e.g., the primacy of logic and science, naturalism vs. Anti-naturalism in ethics and epistemology, the distinctions between language and fact, and facts and values, the Cartesian model of the mind, in the texts of such authors as Wittgenstein, Russell, Carnap, Quine. *Prerequisite: 243 and at least one other course in the department, or permission of the instructor.*

**382. Theories of Knowledge** Conceptions of knowledge and its limits, and of the nature and possibility of truth. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*



**383. Theories of the Real** Conceptions of what is ultimately real, together with discussions of the nature and limitations of such conceptions. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

**384. Theories of Value** Examination of the nature and logic of values and evaluations. Sources, scope, and rationality of values. Connections between values and facts. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

**385. Theories of History** Speculative philosophies of history which have significantly influenced the shape of Western thought; history of the idea of history. Other topics include the problem of historical explanation, and the notions of historical cause and progress. *Prerequisite: two previous courses in philosophy or permission of the instructor. Offered every other year.*

**391. Seminar** Ordinarily limited to majors or others with a strong background in philosophy. Recent topics have included: Kant's First Critique, Hegel's Phenomenology, Postmodern Feminism, Philosophy and Film. *Prerequisite: Two prior courses in philosophy or permission of the instructor.*

**Philosophy Colloquium.** Informal colloquium bringing the department faculty and students together for discussions of contemporary issues in the field, usually based on selections from recent work or on presentations by visiting speakers.

## PHYSICAL EDUCATION

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### FACULTY

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Leslie J. Poolman, Chair of Department of Physical Education, Director of Athletics

Julie A. Ramsey-Emrhein, Senior Women's Athletic Administrator, Athletic Trainer

Robert H. Shank, Physical Educator, Head Athletic Trainer

Donald J. Nichter, Physical Educator, Men's and Women's Cross Country Coach, Director of Recreational Sports

Joel M. Quattrone, Physical Educator, Associate Athletic Director, Director of Physical Education Facilities, Assistant Football Coach

Darwin P. Breau, Physical Educator, Head Football Coach, Head Men's Golf Coach

David N. Frohman, Physical Educator, Head Men's Basketball Coach (on partial leave 2002-03)

Paul L. Richards, Physical Educator, Director of Aquatics, Head Men's and Women's Swim Coach

Brenda T. Clements, Physical Educator, Head Women's Volleyball and Assistant Women's Softball Coach

Michelle L. Copley, Physical Educator, Head Women's Soccer Coach and Assistant Track and Field Coach

Alison H. Risser, Physical Educator, Head Women's Field Hockey Coach and Assistant Women's Lacrosse Coach

Devonna D. Williams, Physical Educator, Head Women's Basketball Coach

John W. Hartpence, Physical Educator, Head Men's and Women's Indoor and Outdoor Track and Field Coach

Alison Marie Gardiner, Physical Educator, Athletic Trainer

THE PHYSICAL EDUCATION REQUIREMENT FOR GRADUATION IS AS FOLLOWS:

Satisfactory completion of four half-semester blocks of physical education: either four fitness activity blocks or three fitness activity blocks and one cognitive physical education block.

*NOTE:* No student will be able to repeat a block unless permission is received from the Chair of the



Department. Every student must complete the physical education requirement unless excused in writing by the Chair of Physical Education.

**Intercollegiate Sports Participation** can count for a maximum of two blocks (one per year).

**Club Sport Credit Participation** can count for a maximum of two blocks subject to club approval by the Department of Physical Education.

**ROTC Participation** can count for a maximum of two blocks (one block after two years participation and a second prior to graduation).

## FITNESS OFFERINGS

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Active Games	Aerobic Activities	Aerobic Exercises
Step Aerobics	Appalachian Trail Hiking	Cross Country Skiing
Hydro Aerobics	Jogging	Biathlon
Triathlon	Strength Training	Road Racing
Rope Skipping	In-line Skating	Fitness Swimming
Tennis	Squash	Badminton
Golf	Racquetball	Rock Climbing
Scuba Diving	Beg./Int. Swimming	Mountain Biking
Ballroom Dancing	Self Defense/Karate	Alpine Skiing
Modern Dance	Jazz Dance	Beg./Int. Yoga
Snorkel Diving	Tai Ji Quan	Basketball
Floor Hockey	Soccer	Volleyball
Team Handball	Folk Dance	Power Lifting
Water Polo	Beg./Adv. Fencing	Ballet
Fitness Walking	Fitness Swimming	

## COGNITIVE OFFERINGS

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Prevention & Care of	Truly Living	Nutrition
Athletic Injuries	First Aid/CPR	Lifeguard Training
Water Safety Instruction	Principles of Coaching	Learning Through Adventure
(WSI)		Experiences



## PHYSICS & ASTRONOMY

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### FACULTY

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John W. Luetzel Schwab, Professor of Physics

T. Scott Smith, Professor of Physics and Astronomy

Robert J. Boyle, Associate Professor of Physics and Astronomy (on leave Spring 2003)

Hans Pfister, Associate Professor of Physics, George Wesley Pedlow Chair of Pedagogy, Chair

Windsor A. Morgan, Jr., Associate Professor of Physics and Astronomy, Director Kanev Planetarium

David P. Jackson, Assistant Professor of Physics

Kerry P. Browne, Visiting Assistant Professor of Physics

### MAJOR

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A physics major consists of a minimum of 10 courses, usually four core courses, at least four electives, and two courses of research during the senior year. Students should be aware that most physics courses have mathematics corequisites and/or prerequisites, as listed in the course description. Courses above the 200 level typically require a facility with multivariate calculus (normally requiring completion of three courses in mathematics). Each student majoring in physics is expected to acquire a basic knowledge of classical and modern physics by taking a core sequence consisting of two semesters of workshop physics (131, 132 or 141, 142) followed by 211 and 212. Students will then select at least four elective courses tailored to their preparation, interests, and goals. At least two of these must be at the 300 level or above. All physics majors not enrolled in a 3-2 engineering program must complete the senior research sequence 491, 492. In general the introductory courses intended primarily for non-science majors, Life in the Universe (105), Introductory Astronomy (109, 110 or 107, 108) and Meteorology (102) may not be applied towards a physics major.

### MINOR IN PHYSICS

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A physics minor is expected to acquire a basic knowledge of classical and modern physics by taking six of the department's course offerings, including a two semester workshop physics sequence (131, 132 or 141, 142) and 212. The remaining three courses required for the minor must be at or above the 200 level. A student may not apply courses used to fulfill the requirements of a minor in physics to fulfill the requirements of a minor in astronomy.

### MINOR IN ASTRONOMY

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While no major exists in astronomy, options are available for students who wish to add an astronomy minor to a physics major, to a major in a related natural science (mathematics, computer science, chemistry or geology, for example), or who wish to add an astronomical perspective to a major in any other field. The minor consists of at least six regularly offered courses, independent study, independent research or internship credits offered by the Department of Physics and Astronomy. For students who are not physics majors, three of these six must be in astronomy or astrophysics. Physics majors who also wish to minor in astronomy must take at least five courses beyond the ten physics courses required for the major, at least four of which must be in astronomy or astrophysics.

### HEALTH PHYSICS

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Health physics is the field of study concerned with radiation safety in nuclear power plants, hospital radiation facilities, and research institutions and industrial facilities that use radioactive materials.



The Dickinson Physics and Astronomy Department offers courses and laboratories that prepare a student to enter this field. Physics 315 and 316 or laboratory project courses that introduce the student to the field of health physics. These courses are taught either as a regular course or as an independent study depending on the number of students enrolled. Physics 317 is a half-course laboratory that explores laboratory techniques in more detail. Generally a student does an internship at a nearby research hospital. Independent studies are available in environmental, medical, and nuclear power plant health physics.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 131, 132; Mathematics 161, 162 or 151, 152

Second Year: 211, 212, 213, 282; Mathematics 261, or 162 and 261

Third Year: four 300-level courses including 311 and 312

Students planning to do graduate study in physics, astronomy or engineering need to include 311 and 312. Students not planning to do graduate study in physics or engineering, options include 315, 316, 313 and 361 as offered.

Fourth Year: 491, 492; 412, 431

Students planning to do graduate study in astronomy need to additionally take 208, 306, and 406. 204 taught at the University of Bremen has the prerequisites 131, 132 and German 101 and 104.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY AND INDEPENDENT RESEARCH

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Independent study and research is strongly encouraged by the department. Independent research projects are readily available in the two areas of continuing laboratory research: radiation physics, plasma physics, pattern formation, and astrophysics. Independent research students have often published papers and/or given talks at physics and astronomy meetings. Students planning on graduate study are encouraged to do independent research during the senior year, in addition to the required senior research 491, 492.

## HONORS IN THE MAJOR

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The research topic pursued in the senior year in the 491, 492 Research Seminar may be extended into an honors project with an in-depth paper and an oral defense before the physics faculty.

## COURSES IN ASTRONOMY

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**NOTE:** Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 107 and 109, 108 and 110.

**105. Life in the Universe** A comprehensive study of the astronomical possibilities of extraterrestrial life including a brief survey of the universe, conditions necessary for life, and astronomical observations (including UFOs) which support or deny the premise that life in the universe is a common phenomenon. *Offered in summer school only.*

**107, 108. Astronomy** Similar to 109, 110 described below, but without laboratory work. *107 and 108 will not count toward major requirements in physics and will not satisfy the laboratory science distribution requirement.*

**109, 110. Astronomy** Introduction to the modern concepts of the physical nature of the astronomical universe. First semester: historical development of astronomical ideas and origin and evolution of the solar system. Second semester: cosmology and the structure and evolution of the stars and galaxies. A terminal lab-



oratory course for non-science students. *Three hours classroom, one two-hour laboratory a week. This course will not count toward major requirements in physics, but will satisfy the laboratory distribution requirement.*

## COURSES IN PHYSICS

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*NOTE:* Because of the similarity in course content, students will not receive graduation credit for both of the following pairs: 102 and 202, 131 and 141, 132 and 142.

**102. Meteorology** The physical basis of modern meteorology: characteristics of atmospheric motions, clouds, and weather systems; methods of weather observation and forecasting; meteorological aspects of air pollution. *Does not count toward a physics major. (See also Physics 202.)*

**\*131, 132. Introductory Physics** An introduction to basic physics topics using the workshop method. This method combines inquiry-based cooperative learning with the comprehensive use of computer tools for data acquisition, data analysis and mathematical modeling. Kinematics, Newton's Laws of motion, conservation laws, rotational motion, and oscillations are studied during the first semester. In the second semester topics in thermodynamics, electricity, electronics and magnetism are covered. Additional topics in chaos or nuclear radiation are introduced. Basic calculus concepts are used throughout the course. Recommended for physical science, mathematics, and pre-engineering students and for biology majors preparing for graduate study and for students who wish to satisfy the two-semester, lab science sequence distribution requirement. Three two-hour sessions per week. *Prerequisite: Completion of, or concurrent registration in, Mathematics 151, 152 or 161. (Students enrolled in Physics 132 who have completed Mathematics 161 are encouraged to continue their mathematics preparation while taking physics by enrolling in Mathematics 162.)*

**\*141, 142. Physics for the Life Sciences** Introductory, non-calculus physics, principally for life science and pre-med students. Topics include mechanics, thermodynamics, acoustics, optics, electricity, magnetism, and modern physics. *Three two-hour workshop sessions a week. Please read Note.*

**202. The Physics of Meteorology** The physical basis of meteorology, characteristics of atmospheric motion, clouds and weather systems. The course deals with current weather as determined by observation, local weather instruments, and current data and displays obtained from computer networks. Similar to Physics 102, but with additional emphasis on mathematical analysis of physical atmospheric systems. *Prerequisite: 131 or 141 or permission of the instructor.*

**208. Introductory Astrophysics** An introduction to the physical basis of astronomy, including discussion of the creation and evolution of the solar system, the stars, and galaxies. Astronomical measurement and units, and dynamical systems, such as binary star systems and star clusters, will be discussed. Similar to Physics 108 or Physics 110, but with additional emphasis on mathematical analysis of astrophysical phenomena. *Prerequisite: 131 or 141 or permission of instructor.*

**211. Vibrations, Waves, and Optics** The physics of periodic motions, oscillating systems, resonances, propagating waves and optical phenomena. The course is centered around various projects such as the investigation of a car suspension system, the study of a tuned-mass-damper in a high-rise building, the quality factor of an osteo-arthritis knee joint, and an examination of the Fourier spectrum of different musical instruments. *Prerequisite: 131 and 132 or 141 and 142, and Math 161 or Math 151 and 152 or permission of the instructor.*

**212. Medical & Radiation Physics** A project-based course studying atomic and nuclear physics as they apply to medical and health physics. Projects, including the detection and measurement of ionizing radiation, investigation of Magnetic Resonance Imaging, radioactive decay, and radiation dosimetry, are used to understand the concepts of the atom, nuclear structure, quantum mechanics, and relativity. *Prerequisite: 132 or 142, and Math 162 or permission of the instructor.*

**213. Analog and Digital Electronics** Circuit design and the analysis of electronic devices. Modern digital and analog circuit elements, including diodes, transistors, op amps, and various integrated circuits, are used



in amplifiers, power supplies, and logic circuits. Class and laboratory work are integrated during class time totaling up to seven hours per week. Students design and build projects at the end of the semester. *Prerequisite: 132 or 142 or permission of the instructor.*

**282. Introduction to Theoretical Physics** A project-centered approach to topics in theoretical physics. Projects will be selected to motivate a review of multivariable calculus and then stimulate the investigation of a number of mathematical tools including the nabla operator, Gauss' and Stokes' theorem, Legendre and Bessel functions, and Fourier analysis. The applications of some topics in linear algebra and the theory of functions of a complex variable may also be examined. *Prerequisite: 211 or permission of the instructor. Corequisite: Mathematics 261 or permission of the instructor.*

**306. Intermediate Astrophysics** A project-based course in selected areas of astrophysics closely allied to the development of the physical sciences in the twentieth century, including atomic spectroscopy, stellar atmospheres and stellar magnetic fields, nuclear reactions, energy generation and nucleosynthesis in stars; the structure and evolution of planetary surfaces and atmospheres. *Prerequisite: 211, 212 or permission of the instructor.*

**311. Dynamics & Chaos** A project-oriented study of advanced classical mechanics using vector calculus and including an introduction to the analysis of chaotic systems. Topics include particle dynamics in one, two and three dimensions; harmonic oscillators and chaos theory; central force motion; collisions and conservation laws; rigid body motion; and rotating coordinate systems. Examples of projects include projectile motion with air resistance; motion of a chaotic pendulum; computer simulation of gravitational orbital transfers; and the vibration modes of a baseball bat. *Prerequisite: 211 or permission of the instructor. Corequisite: 282 or permission of the instructor.*

**312. Electrodynamics and Plasmas** A project-oriented study of electrostatics, magnetostatics, and electrodynamics in vacuum, in dielectrics, and in plasmas. Vector calculus and computer programming are used throughout this course. Examples of projects include the experimental study of the electrostatic fields of capacitors in air and in dielectrics, mapping of magnetic fields, and charged particle motion in a variety of electric and magnetic field configurations. *Prerequisite: 211 and 212 or permission of the instructor. Concurrent enrollment or prior completion of 282 or permission of the instructor.*

**313. Microcomputer Interfacing** A study of the electronics necessary to understand an example of the interface between the digital world of the computer and the outside world of variable quantities. Digital recording is one such example, including audio frequency signal amplification, conversion of information to digital form, interfacing to the computer, manipulation and storage of information, and output interfacing, along with the computer programming necessary. *Prerequisite: 213 or permission of the instructor. Offered every two years.*

**314. Energy & Environmental Physics** A project-oriented approach to the study of the thermodynamics of fossil fuel engines and devices, the physics of solar and other alternative energy sources, energy conservation principles, the physics of nuclear fission reactors and nuclear fusion research, the physics of the atmosphere, air pollution, global climate change, and ozone depletion. Examples of projects include: energy conservation analysis, and the design, construction and testing of modern wind turbines or solar energy sources. *Prerequisite: 131 and 132 or 141 and 142, and 212 or permission of the instructor. Offered every two years.*

**315, 316. Health Physics** A project-based course studying the effects of ionizing radiation and methods of calculating radiation dose. Projects, including radon studies, statistics experiments with radiation, neutron activation, and radiation dosimetry, are used to study topics such as the build-up and decay of radioactive nuclei, internal dosimetry, external protection, and nuclear instrumentation. The areas covered in Physics 212 are extended to include radiological safety in nuclear power plants, hospital, and research facilities. *Prerequisite: 212 and Mathematics 162 or permission of the instructor. Two courses. Offered every two years.*

**317. Nuclear and Health Physics Laboratory** Basics of nuclear and health physics instrumentation. Topics include pulse counting; use of multichannel analyzer; alpha, beta, and gamma detection; TLD dose mea-



surements, counting statistics; neutron activation; environmental radiation detection; decontamination; and shielding. *Prerequisite: 212 and Mathematics 162 or permission of the instructor. One-half course. Offered every two years.*

**361. Topics in Modern Physics** Topics to be selected from areas such as atomic, nuclear, plasma, or solid state physics, or modern optics and acoustics, or advanced electronics. *Prerequisite: 211 and 212. One-half or one course.*

**392. Physics Seminar** Student reports and discussions on several topics in contemporary physics. Emphasis is on the development of bibliographic skill, seminar presentation and report-writing techniques, as well as increasing the breadth and depth of the student's knowledge of recent research. *Prerequisite: 232 and permission of the instructor. One-half course.*

**406. Advanced Astrophysics** A project-based course in selected areas of astrophysics. Topics selected from areas of astronomy and astrophysics that require a background in dynamics and electromagnetism. Topics may include celestial mechanics and orbit determination, numerical simulation of many-body systems, galactic dynamics, spectroscopy and electrodynamics of the interstellar medium, or general relativity and cosmology. *Prerequisite: 311, 312 or permission of the instructor.*

**412. Laboratory and Space Plasmas** A continuation of the topics covered in Physics 312 with an emphasis on electromagnetic waves in air, in conductors, and in space plasmas. Projects include the study of electromagnetic waves in waveguides, plasma waves in space, electromagnetic radiation from antennas, and the equilibrium and stability of plasmas. *Prerequisite: 312 or permission of the instructor.*

**431. Quantum Mechanics** Basic postulates are used to develop the theoretical framework for quantum mechanics. The course deals with measurements on quantum systems, the uncertainty principle, the Schrödinger wave equation and the probability interpretation, Heisenberg's matrix mechanics, eigenfunctions and eigenvalues, finite and infinite dimensional vector spaces, operator methods, and enables students to use the Dirac formalism for quantum mechanical manipulations for a variety of situations and systems. *Prerequisite: Permission of the instructor.*

**432. Topics in Theoretical Physics** Intended for students planning to continue their physics education in graduate school. Topics will include those mathematical and theoretical subjects not covered in earlier courses taken by the particular students enrolled. *Prerequisite: At least seven previous courses in physics or permission of the instructor. Offered every two years.*

**491, 492. Senior Research Seminar** Integration of theory and experiment in the conduct of research in contemporary physics or astrophysics, normally conducted in groups. The course emphasizes collaborative research, investigative techniques, and oral and written communication, and culminates in a colloquium presentation and a paper. *Prerequisite: Physics major senior status. The two semester sequence (or 491 + Independent Research for candidates for honors in the major) are required for the major. Two courses.*

The following course is offered in Bremen, Germany:

**204. The Fourth State of Matter - An Introduction to Plasma Physics** The fact that more than 99% of the visible universe is in the plasma state certainly warrants a thorough study of this 4th state of matter. This course explores a variety of space plasmas, ranging from intergalactic plasmas to the very local effect of the solar wind plasma on aurora, global communication systems and power grids. Students investigate the large spectrum of laboratory plasmas, and study numerous plasma applications from Plasma TV's plasma processing to plasma propulsion and encounter the present day difficulties fusion researchers face in harnessing the ultimate energy source for humankind. Spreadsheet simulations are used to visualize intricate plasma particle trajectories in a variety of electric and magnetic field configurations. *Prerequisite: 131 & 132 and German 101 & 104. Offered every two years.*



# POLICY STUDIES

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## CONTRIBUTING FACULTY

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Mara E. Donaldson, Professor of Religion (on leave 2002-03)  
 Susan M. Feldman, Professor of Philosophy (on leave Spring 2003)  
 James M. Hoefler, Professor of Political Science, Coordinator  
 Nicola Tynan, Assistant Professor of Economics  
 Kristin Skrabis, Part-time Assistant Professor of Economics

## MAJOR

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Thirteen course credits:

Two prerequisite courses (POLSC 120 and ECON 100/111) and 11 course credits in the categories below (including a one course credit internship).

Only two of the courses in the major are taught by faculty directly connected with the Policy Studies program. They are a two-credit foundations course and a one-credit senior seminar. The rest of the courses taken for the major will come from the course offerings in the various departments at the college, selected by the student in consultation with the student's adviser. The normal way to proceed through this major is to complete the two prerequisite courses, take the foundations course, fill in the major with appropriate electives, and finally finish with the senior seminar.

Acceptance as a major requires satisfactory completion of the prerequisite courses and foundations course by the spring semester of the sophomore year and approval by the Steering Committee. Normally, no more than four courses (the two prerequisite courses and two other courses) can be taken for credit toward this major prior to completing the foundations course.

Students working on a double major must work closely with their Policy Studies adviser in planning their major to insure that it constitutes a major substantially different in content from their second major. Normally, more than a three course overlap with the second major will require special consultation with the Steering Committee.

**Substantive Concentration:** (at least three courses and an internship in one of the following areas agreed upon by the major adviser and the student candidate).

1. Issues in the Public Sector: e.g., health, education, welfare, income security, transportation, civil rights, minorities, criminal justice, mass media. Examples of courses that students might take in this area include: Economics 344 (Public Finance), Economics 214 (A Contemporary Economic Issue), and Political Science 222 (Public Policy Analysis), and most other Political Science courses.
2. Issues in the Private Sector: e.g., resource allocation in market economies, industry organization and industrial performance, labor problems. Examples of courses that students might take in this area include: Economics 350 (Industrial Organization and Public Policy), Economics 353 (Economics of Labor), and Economics 347 (Money and Banking), and most International Business & Management courses.
3. Resource Management: e.g., energy, environment, population, oceans, science and technology. Examples of courses that students might take in this area include: Environmental Studies 131, 132 (Environmental Science), Economics 222 (Environmental Economics), and Geology 131, 132 (Physical and Historical Geology).
4. International Affairs: e.g., trade, finance, development, foreign and defense policy, comparative public policy. Examples of courses that students might take in this area include: Political Science 170



(International Relations), History 382 (Diplomatic History of the US), and Economics 348 (International Economics).

**Structural Context Courses (at least one):** Courses offered in various departments which emphasize the organizational and structural processes through which decisions are made and which complement the student's concentration. Examples include: Economics 112 (Introductory Macroeconomics), Political Science 220, 221 (Constitutional Law I and II), and Political Science 150 (Comparative Politics).

**Quantitative Reasoning (at least one):** Courses offered in various departments which deal with the tools of critical thinking that are needed to understand, conduct, communicate the results of, and assess policy analyses that are grounded in numerically based data. Examples include: Math 120 (Quantitative Reasoning) and Math 121 (Elementary Statistics), Political Science 239 (Research Methods), and Economics 474 (Econometrics).

**Ethics and Culture (at least two; one Ethics course and one Culture course):** Courses offered in various departments which deal with the ethical and cultural dimensions of decision-making, as follows:

**Ethics:** Students are required to take at least one course directly concerned with ethics, such as Philosophy 112 (Ethics), Philosophy 253 (Philosophy of Society), Philosophy 255 (Philosophy of Law), Religion 218 (War and Western Values), Religion 314 (Topics in Religious Ethics), or Environmental Studies 111 (Environment, Culture and Values). Note: prospective majors are encouraged to take the ethics course, within their first three semesters, if possible.

**Culture:** Students are required to take at least one course which studies one or more cultures in terms of their respective value assumptions, such as American Studies 200 (Aspects of American Culture), American Studies 202 (Workshop in Cultural Analysis), Anthropology 215 (Anthropology of Political and Legal Systems), or Religion 110 (Religion and Modern Culture).

## SUGGESTED FOUR YEAR PROGRAM

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First and Second Years: Political Science 120 and either Economics 100 or 111 (required before Policy Studies 200); and an ethics course during the first three semesters (e.g.: Philosophy 112, 253, 255; Religion 218, 314; Environmental Studies 111); Policy Studies 200 (spring, sophomore year)

Third and Fourth Years: Courses to fill the major; internship, and senior seminar

## HONORS IN THE MAJOR

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The Policy Studies Program offers students the opportunity to graduate with honors in their major. To earn Honors, a student must undertake two semesters of independent research beginning in the seventh semester of study and culminating with a presentation and defense before the Policy Studies Steering Committee at the conclusion of the eighth semester of study. The grade on the independent research will be determined by the student's research adviser, while the decision to grant honors will be decided by the Steering Committee based on the presentation and oral defense. The two course credits earned for the independent research may be used to count toward the 11 credit core.

To participate in the honors program, a student must submit a research proposal to the Policy Studies Steering Committee no later than one week after the start of the student's seventh semester. Part of this proposal must be an explanation of how the independent research fits into the student's Policy Studies major. Upon approval of the proposal, the student will be allowed to register for the independent research.

## INTERNSHIP

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The internship experience will be related to the student's substantive concentration. All internships must be approved by the major adviser, although students may work with any faculty member at the college as their internship adviser.



## COURSES

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**200. Foundations Course** This course is required for entry into the Policy Studies major. It is a two-credit, team-taught course (participants are from economics, political science, and philosophy or religion) offered every spring semester. This course focuses on the economic, political, and cultural constraints on the process of policy making and implementation, as well as the ethical values that policies promote. The cornerstone of this course are research projects that focus on the formulation of policy responses to significant social problems. *Prerequisite: Political Science 120 and Economics 100 or 111.*

**350. Selected Topics in Policy Studies** The analysis of various topics and issues related to policy studies. The content of the course will reflect the interests and expertise of faculty and the needs of students.

**401. Senior Seminar** A seminar in selected topics. Required of senior majors.

## POLITICAL SCIENCE

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### FACULTY

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**J. Mark Ruhl**, Glenn E. and Mary L. Todd Professor of Political Science

**Douglas T. Stuart**, J. William Stuart and Helen D. Stuart Endowed Chair in International Studies, Business and Management; Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues; Adjunct Professor, U.S. Army War College; Professor of Political Science and International Studies

**David Strand**, Charles A. Dana Professor of Political Science (on leave 2002-03)

**H. L. Pohlman**, A. Lee Fritschler Professor of Public Policy and Professor of Political Science, Chair

**Russell Bova**, Professor of Political Science

**James M. Hoefler**, Professor of Political Science

**Stephanie Greco Larson**, Associate Professor of Political Science

**John S. Ransom**, Associate Professor of Political Science

**Stephanie Anderson**, Assistant Professor of Political Science and International Studies

**Andrew Rudalevige**, Assistant Professor of Political Science

**Neil J. Diamant**, Assistant Professor of Asian Law and Culture

**Marc A. Papé**, Assistant Professor of French and Part-time Assistant Professor of Political Science

### MAJOR

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Ten courses, including Political Philosophy (180), American Government (120), International Relations (170), any course in Comparative Politics (150, 250, 251, 252, 253, 254, 255, 256, 257, 270, and, when appropriate, 275, 276, 190, 290), and a 390 seminar. This seminar is normally to be taken on campus. No course may be taken Pass/Fail. Normally five courses must be taken in residence.

### MINOR

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Six courses. Course work submitted for the minor must be from at least four of the subfields: political theory, American politics, comparative politics, and international relations.

### TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.



## INDEPENDENT STUDY OR RESEARCH AND INTERNSHIPS

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Many majors take courses in independent study and research, as well as internships. A major will receive political science credit for one internship (if taken for academic credit) if the subject matter is within the field of political science and if the academic adviser is a full-time member of the Political Science department, a faculty member of a Dickinson overseas program, or a faculty member of an off-campus program with which Dickinson College is affiliated. A major may petition the chair to count an additional internship as a political science course. A major will receive political science credit for all courses of independent study (or research) if supervised by full-time members of the Political Science department. A student may petition the chair to count an independent study supervised by any other individual. If students have any questions about receiving political science credit for internships or independent studies, they should consult the chair.

## HONORS IN THE MAJOR

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The honors in the major option involves one semester of independent research in the spring of the senior year leading to a defense of a major project before the political science faculty at the end of the spring semester. Candidates interested in pursuing honors in political science must obtain a faculty supervisor during the fall semester and submit an annotated bibliography and a well-developed thesis statement explaining the project's goal by December 1. A grade point average of 3.50 in the major and 3.25 overall are required to undertake an honors project. Students who plan to complete the honors option are strongly encouraged to take POLSC 239: Research Methods, in their junior year.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Majors may apply to spend: (1) their junior year in Bologna, Italy, as students at Dickinson's Nilsson Center for European Studies specializing in European and International Studies, or (2) in Washington, D.C. in The Washington Center Program specializing in a wide variety of programs, such as American Government, Justice, Foreign Policy, and International Development. Please see the appropriate coordinator for these and many other off-campus study possibilities.

## COURSES

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The following courses are grouped according to the four major subfields of political science: political theory, American politics, comparative politics, and international relations. Introductory and intermediate courses are numbered in the 100s; advanced courses are numbered in the 200s. Within the 100 and 200 ranges, numbering sequences reflect subdivisions of the field, not level of difficulty.

### POLITICAL THEORY

**180. Political Philosophy** An introduction to the history of Western thought on the problems of the possibility of knowing political justice and creating a just polity. Major texts from the tradition will be discussed.

**202. Recent Political Thought** An introduction to the political thought of the 20th century focusing on the works of Weber, Freud, Dewey, Strauss, and others. *Prerequisite: 101 or permission of the instructor.*

**205. American Political Thought** An historical exposition of the ideals of American political culture. Concepts that will be addressed include natural law, liberty, constitutionalism, democracy, equality, and privacy. *Prerequisite: 120 or permission of the instructor.*

**207. Marxist Political Thought** An examination of the political philosophy of Karl Marx, Lenin, Trotsky, and others within the tradition of Marxist scholarship and politics. *Prerequisite: 101 or permission of the instructor.*



## AMERICAN POLITICS

**120. American Government** A basic introductory course in American federal government which emphasizes its structure and operation. Special attention is given to the executive, legislative, and judicial processes.

**220. Constitutional Law I** An analysis of constitutional adjudication in the areas of separation of powers, federalism, and economic rights. Special emphasis is placed upon the idea of a written constitution and the role that judges play in our constitutional system. Topics include Watergate, war powers, and legislative veto. *Prerequisite: 120 or permission of the instructor.*

**221. Constitutional Law II** An exploration of American constitutional rights. Both historical developments and contemporary issues are addressed. Topics include racial and sexual equality, affirmative action, seditious speech, and school prayer. *Prerequisite: 120 or permission of the instructor.*

**222. Public Policy Analysis** The purpose of this course is to acquaint students with the concepts embraced in policy analysis and the methods employed by those individuals who study and analyze public policy. It is designed not only to provide a working knowledge of technique but also a knowledge of the intellectual support for that technique. Some emphasis will be placed upon the economic approach to public policy and the implications of that approach. *Prerequisite: one course in political science or economics.*

**231. Public Administration** An analysis of the organization and functioning of the national bureaucracy in a democratic society. Special attention is given to presidential management, theories of organization, independent regulatory agencies and bureaucratic pathology, financial and personnel administration, and administrative responsibility. *Prerequisite: 120 or permission of the instructor.*

**241. Women and Blacks in American Politics** Have women and blacks achieved political equality in America? How have racism and sexism gotten in the way? This course will examine women and blacks in the political process by studying their social movements, interest groups, public opinions, and representation in government. Special attention will be paid to issues which impact women and blacks (such as affirmative action and abortion). *Prerequisite: 120 or permission of the instructor.*

**242. Political Behavior** Cultural, social, and psychological factors which contribute to forms and directions of political behavior. Special attention is given to American voting behavior, ethnic political behavior, and personality influences on politics. Field surveys are undertaken to illustrate contemporary trends. *Prerequisite: 120 or permission of the instructor.*

**243. Mass Media and American Politics** Examines the causes, content, and consequences of political news, primarily focusing on television. It will explore the ways in which audience characteristics, organizational routines, and professional socialization influence the style and substance of the news. The content of news will be analyzed for: the three branches of government, war, foreign governments, crises, and presidential campaigns. The impact of the media on political behavior will also be discussed. Content analysis will be used by students to systematically analyze television network news. *Prerequisite: 120 or permission of the instructor.*

**244. Public Opinion** Examines the origins, nature, and impact of public opinion in the United States. The ways that the public's attitudes are shaped and used by interest groups, politicians, and the mass media will be discussed. Methods of measuring public opinion, with special attention to polling, will be studied. *Prerequisite: 120 or permission of the instructor.*

**245. Political Parties and Interest Groups** A study of the functions, structures, and operations of American political parties and interest groups. Special attention is given to the techniques of running a campaign for office, to the role of the media in superseding American parties, and to the interactions of government with the two largest "interest groups": business and labor. *Prerequisite: 120 or permission of the instructor.*

**246. The Legislative Process** An analysis of the legislative branch of government, especially Congress. Emphasis is placed upon the legislature as a social system, the decision-making process, the interrelationships with the political parties and interest groups, the executive and the judiciary. *Prerequisite: 120 or permission of the instructor.*



**247. The American Presidency** An in-depth analysis of the nature and significance of "the Man" and "the Office," including constitutional development, presidential roles and customs, the recruitment process, the executive branch, and the politics of the presidency. *Prerequisite: 120 or permission of the instructor.*

**248. The Judiciary** A study of the structure and the processes of the American judiciary. The adversarial system, plea bargaining, sentencing, and legal reasoning are all examined. Special attention is given to the federal judiciary, especially the Supreme Court. *Prerequisite: 120 or permission of the instructor.*

**249. American Federalism** This course examines the practical policy consequences of America's constitutional alliance between 50 state governments and the general union. Politics in the American states will provide the substantive focus for discussions about the complex and ever-changing intergovernmental relationships that constitute American federalism today. *Prerequisite: 120 or permission of the instructor.*

## COMPARATIVE POLITICS

**150. Comparative Politics** An introduction to comparative political analysis with applications to political systems, processes, and issues in countries of the Third World and in advanced industrial states alike. The purpose of the course is to learn to observe systematically, to analyze political phenomena, and to distinguish and evaluate the assumptions underlying alternative approaches to the study of politics.

**250. Comparative West European Systems** European parliamentary institutions analyzed as alternative liberal-democratic systems. Particular attention is paid to the British cabinet form, the French presidential form, the Italian coalition form, and the German federal form.

**251. Latin American Government and Politics** An introduction to the politics of contemporary Latin America. Emphasis is placed upon the varied political institutional responses to socio-economic change in the Americas. Major countries to be analyzed include Argentina, Brazil, Mexico, and Cuba. *Prerequisite: one course in political science or Latin American Studies.*

**252. African Government and Politics** An introduction to the politics of contemporary, sub-Saharan Africa. After analyzing the historical and socio-economic context of African politics, the course examines a number of contrasting political systems in depth. The final section of the course discusses the current problems of South Africa from an international perspective. *Prerequisite: one course in political science.*

**253. Russian Politics** An introduction to contemporary Russian politics and policy, set against the backdrop of both the communist legacy and traditional Russian political culture. Coverage includes political institutions such as the presidency and the legislature, political processes and behavior such as elections and voting, and key policy issues such as economic policy. The course will conclude with an examination of Russia's evolving place and role in the international system. *Prerequisite: one course in political science or Russian Area Studies or permission of the instructor.*

**254. Comparative Asian Governments and Politics** Comparison of selected Asian political systems with special attention given to the emergence of new nations from old cultures, contrasting patterns of political and economic development, and the current state of political affairs in each country studied. *Prerequisite: one course in political science or East Asian Studies.*

**255. Chinese Politics** An introduction to the contours of contemporary politics as shaped by traditional and revolutionary legacies, the institutions of state socialism, China's underdevelopment and struggles over power and policy.

**256. The City** An introduction to urban politics from a broadly comparative vantage point. Topics include the socioeconomic and cultural bases of city politics, power struggles and policy making within urban political arenas, and the relationship between urbanization and political development.

**257. Democracy and Democratization** A comparative examination of democratic politics and government with an emphasis on transitions from authoritarianism to democracy and on the consolidation or collapse of democratic institutions. Case studies and regional analyses from Europe, Asia, Latin America, and Africa will be combined with examination of broader issues such as the advantages and disadvantages of democ-



racy, the question of cultural or economic preconditions to successful democratization, and the impact of democracy on international relations.

## INTERNATIONAL RELATIONS

**170. International Relations** An introduction to global politics which examines the interaction of states, international organizations, non-governmental organizations, and individuals in the world arena. Topics covered include traditional concerns such as war, balance of power, the UN and international law along with the more recent additions to the agenda of world politics such as international terrorism, human rights, and economic globalization.

**270. European Union** This course will introduce the student to the governments, politics and major current issues that concern the people of the European Union. Part I will cover the theory and history of European integration; part II will examine the EU's unusual institutional structure, and part III will focus on different policy areas such as monetary union, environmental policy and foreign and security policy. Towards the end of the semester, the students will represent the different member states in a simulation in order to assess the efficiency of the EU policy making process. By examining the European Union and its effect on this disparate group of member countries, the course will be able to explore the positive and negative effects of integration. *Prerequisite: 170 or IB&M 200 or concurrent enrollment. This course is cross-listed as INSTST 270.*

**271. Ethics and World Politics** A course in applied ethics which examines the role which ethical considerations both do and should play in the conduct of international relations and world politics. Special attention is given to the ethics of warfare (defined broadly to include conventional war, weapons of mass destruction, terrorism, and economic warfare) and to issues of human rights and humanitarian intervention. *Prerequisite: 170 or permission of the instructor.*

**273. International Political Economy** An examination of the politics of international economic relations as viewed from the competing perspectives of liberalism, mercantilism, and structuralism. Following a brief introduction to the fundamentals of international trade and monetary relations, the course will examine the politics of economic interdependence among the most developed states and regions (e.g., the U.S., Japan, Europe), the political economy of North-South relations, and the reintegration of postcommunist states into the world political economy. *Prerequisite: 170 or permission of the instructor.*

**275, 276. Studies in Modern European Politics** *To be offered only in Bologna.*

**280. American Foreign Policy Since 1945** A survey of U.S. foreign policy since World War II. American approaches to such issues as containment, detente, arms control, deterrence, international law, and third world economic development will be discussed. Students will also address issues of U.S. foreign policy formulation, including the roles of the public, Congress, and the president in the foreign policy process. *Prerequisite: 170 or permission of the instructor.*

**281. American National Security Policy** Analysis of formulation and implementation of American national security policy within the context of American society and the international system. National security will not be considered simply in a military/strategic sense but as connoting the preservation of the core values of a society. *Prerequisite: 170 or 120 or permission of the instructor.*

## SPECIAL TOPICS COURSES

**190, 290. Selected Topics in Political Science** Topics not normally studied in depth in the regular offerings are analyzed in these special topics courses. Recent offerings have included: Contemporary Political Ideologies, Mexican Politics, Political Thought of the Enlightenment, Politics in Fiction, Separation of Powers, The Bill of Rights, and Italian Politics.

**239. Research Methods** Helps the student answer (in the affirmative) the question, "Is political science a science?" Students will learn how to generate and test hypotheses through creating and executing research designs. Survey research, experimentation, content analysis, participant observation, and other methodologies will be studied. Although no prior knowledge of statistics is necessary, Math 120 and/or Math 121



are helpful. This class is especially recommended for prospective graduate students in the social sciences.

**390. Seminar** A seminar in selected topics in Political Science. Recent offerings have included: Political Leadership, Crime and Punishment, Democratization, Presidential Elections, Revolutions and Political Thought, Constitutional Politics, International Regimes, Russian Leadership Politics, Central American Politics, and Comparative Political Modernization.

## PRE-ENGINEERING

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An excellent preparation for a career in engineering combines a liberal arts background with a traditional engineering program. Dickinson offers this opportunity through two options: application to an engineering Master's program after completion of a science major, or, by the Binary Engineering program. For the Binary program, students must plan their program carefully in order to meet all the requirements; new students need to contact the Pre-engineering adviser, Prof. Pfister, before their first registration.

The Binary Engineering Program is a five-year program consisting of three years at Dickinson and two years at one of three engineering schools: the University of Pennsylvania, Case Western Reserve University, or Rensselaer Polytechnic. Upon successful completion of both portions of the program, students receive the B.S. degree from Dickinson and the B.S. in engineering from the engineering school. A descriptive booklet is available from the admissions office.

**Requirements for the Dickinson degree:** a student must complete the Dickinson distribution requirements and requirements for a major field of concentration during the three years at Dickinson. Students must begin the major field of concentration in the freshman year. Courses taken at the engineering school to complete Dickinson requirements must be approved before leaving Dickinson.

**Requirements of the engineering schools:** the participating engineering schools require a 3.00 cumulative grade point average during the three years at Dickinson and satisfactory completion of the following:

*Mathematics:* two years, including Differential and Integral Calculus, Multivariable Calculus, and Differential Equations.

*Physics:* One and one-half years of calculus-based Physics, including Mechanics, Electricity and Magnetism, and Medical and Radiation Physics.

*Chemistry:* one year including States of Matter, Atomic and Molecular Structure, Thermodynamics, Equilibrium and Kinetics, and Chemistry laboratory.

*Computer Science:* one course in the use of computers for numerical analysis.

*Humanities and Social Sciences:* six to twelve courses in the humanities and social sciences, depending on the engineering school.

*Other science courses in the area of the expected engineering field.* (The complete list of engineering programs available at the participating schools is available from the Pre-engineering adviser, Professor Pfister.)

**Application to the engineering school:** During the first semester of the junior year the student applies to one of the participating engineering schools. A student who has the required 3.0 average and is meeting the course requirements can expect to be admitted to full standing and to be able to complete the engineering degree in two additional years. During the spring semester of the junior year, the student pre-registers for the off-campus study for the subsequent two academic years.

**Preparation for admission to M.S. programs in engineering:** Students must satisfactorily complete a science major, preferably in the area of the intended field of engineering. Course work should include Physics 131, 132, 212, and 213, plus two years of mathematics, and Chemistry 141, 241. Students with 3.0 or higher cumulative averages are generally admitted to quality engineering schools. Most students can complete the requirements for an M.S. degree in two years after completing the Dickinson degree.



## SUGGESTED FOUR YEAR PROGRAM

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### Physics major:

First Year: Physics 131, 132; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 211, 212; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Chemistry 141, 241, Computer Science 131

### Chemistry major:

First Year: Chemistry 141, 241; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 131, 132; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Physics 212; Computer Science 131; (Math 262)

### Computer Science major:

First Year: Computer Science 131, 132; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 131, 132; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Physics 212; Computer Science 131; (Math 262)

### Biology major:

First Year: Biology 131, 132; Chemistry 141, 241; Mathematics 161, 162 (or 151, 152)

Second Year: Major courses\*; Physics 131, 132; Mathematics 261, 262 (or 162, 261)

Third Year: Major courses\*; Physics 212; Computer Science 131; (Math 262)

\* The choice of major courses should be made in consultation with the major adviser and the binary engineering director.

## PRE-HEALTH PROGRAM

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The Pre-Health Program is administered jointly by the Committee for the Health Professions and by the Career Center. Any student who is interested in a career in the health professions (medicine, dentistry, optometry, veterinary medicine, nursing, etc.), should contact the chairperson of the Committee as soon as possible. At the beginning of the academic year, freshman who have expressed an interest in a health related career receive a notice to attend an informational meeting. At this meeting, information regarding required course work and the Pre-Health advising program will be covered and interested individuals will be added to our list of Pre-Health students.

Each student is assigned one of the committee members as his or her Pre-Health Adviser. The adviser will work with the student each semester on course selection and will draft the Committee letter of recommendation when the student applies to professional school. The Committee also provides advice and prepares evaluations for students interested in any of the health professions.

The majority of students who are accepted into medical school major in one of the sciences. Pursuing a major outside the sciences is possible, but students must show their ability to do superior work in biology, chemistry, and physics. Students should plan to finish the science courses by the end of the junior year in order to be prepared for the Medical College Admission Test, which should be taken in the spring of the junior year.

### Requirements for the medical and dental schools

Satisfactory completion of the following:

*Chemistry:* 4 courses - 141, 241, 242 plus one additional course (Chemistry 244 is strongly recommended) Chemistry 109, 111, 112 will not satisfy this requirement.



*Biology:* any two 100-level courses (313 Cell Biology, 317 Genetics, and 333 Physiology are also recommended)

*Physics:* 2 courses - 141, 142 or 131, 132 (Although 131, 132 is acceptable, some topics on the MCAT exam are not covered in these courses.)

*English:* 2 courses - any two are satisfactory. The Freshman Seminar counts as one English course.

*Mathematics:* 161 or 151,152 and one additional math course.

*NOTE:* This is a list of the minimum courses required by all medical schools (and the majority of dental schools) and must be taken during college. Individual schools may have additional requirements.

Other admission criteria include the science grade point average, MCAT or DAT scores, the letter of evaluation from the undergraduate college, and the outcome of a personal interview by the professional school. An overall academic average of 3.30 or better is needed to be a competitive applicant

The Career Center has information on professional schools, applications for these schools, and applications for the MCAT and DAT exams.

### **Medical school admission test (MCAT)**

All applicants to medical schools must take the Medical College Admission Test (MCAT) which is given in April and August of each year. The preferred time to take it is in the spring of the applicant's junior year.

### **Dental Admissions Test (DAT)**

Applicants to dental schools must take the Dental Admission Test, a computer-based exam offered throughout the year at local and regional test centers. Again, spring of the junior year is the recommended time to take this test.

### **Tests in other health professions**

Other health professions have similar testing programs as well. Information is available from the Career Center.

### **COMMITTEE FOR THE HEALTH PROFESSIONS**

Members for 2002-03:

**Teresa Barber**, Associate Professor of Psychology

**Katharine Brooks**, Director of the Career Center, Part-time Associate Professor of International Business and Management

**David Crouch**, Associate Professor of Chemistry, Chair

**Michael Holden**, Associate Professor of Chemistry, Alfred Victor duPont Chair in Chemistry

**John Luetzelschwab**, Professor of Physics

**Michael Roberts**, Associate Professor of Biology

**Charles Zwemer**, Associate Professor of Biology



## PRE-LAW

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Law school admissions committees agree that the most appropriate and beneficial preparation for law school is a traditional liberal arts education combined with relevant extra-curricular experiences. The Pre-Law Program at Dickinson incorporates these elements in a comprehensive approach to Pre-legal studies. Coordinated by the Pre-law adviser and the Career Center, the program is inherently flexible and allows students to explore the breadth of their intellectual interests.

Pre-law students can select any major field of concentration at the College. It is helpful to take certain courses that will provide a substantive background in the subjects that are directly related to the practice and development of law. Students planning to pursue the study of law should include courses to refine their writing, research, and argument formation skills. Below is a list of course that are recommended to introduce students to the skills and issues related to the study of law.

*English:* 211, Expository Writing; 212, Writing; Special topics; any literature courses

*Economics:* 100, Contemporary Economics or 111, Introduction to Microeconomics; 244, Law and Economics

*History:* 117, 118, American History

*Philosophy:* 112, Ethics; 121, Logic

*Political Science:* 120, American Government; 220, 221, Constitutional Law I, II

*Sociology:* 228, Criminology

The Joint Baccalaureate and Law Degree Program is a six-year program consisting of three years at Dickinson College followed by three years at the Pennsylvania State University Dickinson School of Law program. To qualify for this program, Dickinson students need to complete all requirements for the bachelor's degree (except one year of elective courses) within three years, attain a 3.5 cumulative grade average (top 10-15% of the class), and achieve a score on the Law School Admissions Test (LSAT) within the top 30% of the national test-takers. Students accepted into the program enroll in the Penn State Dickinson School of Law in lieu of their final year at Dickinson College. After one year of successful study at the law school, students will earn the baccalaureate degree from Dickinson College. After two additional years of study at the law school, the students will complete the law program and earn their JD degree.

Students interested in the joint-degree program should consult the College's pre-law adviser and should be prepared to apply to the Dickinson School of Law no later than February 1 of the junior year.

## LAW SCHOOL ADMISSION TEST (LSAT) PREPARATION

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Since the LSAT represents a significant factor in the admission to law school, the Career Center provides two types of preparation classes for Dickinson students. The first set of classes, offered before each of the LSAT exams, concentrates on test-taking strategies, question analysis, and logical reviews. The second type of class is an LSAT study group which is coordinated by the pre-law adviser and meets periodically throughout the academic year. This study group brings together students who are taking the LSAT for peer-directed review sessions. Sample LSATs and individual assistance on questions are provided by the pre-law adviser.



## PRE-MASTERS OF BUSINESS ADMINISTRATION

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The criteria for admission to MBA programs are: GMAT score, cumulative grade-point average, letters of recommendation, extracurricular activities, and work experience. While a Pre-MBA student can select any major field of concentration at the College, it is helpful to take certain courses that will orient the student more specifically in the business field. Below is a list of recommended courses.

*Economics:* 111, Introduction to Microeconomics; 112, Introduction to Macroeconomics

*International Business and Management:* 100, Fundamentals of Business; 210, Financial Accounting; 230, Organizational Behavior; 240, Marketing

*Mathematics:* 121, Elementary Statistics; 161, Calculus I or 151-152, Introduction to Calculus, or IB&M 220, Managerial Economics

*Internships and independent studies:* Business-oriented internships and independent studies

Additional courses in international business and management, economics, philosophy, psychology, political science, and a foreign language are also suggested.

### LINKAGES WITH GRADUATE PROGRAMS

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Dickinson College has agreements with several graduate programs that give our students an advantage in the admissions process:

University of Toulouse I (Social Sciences)

Master of Science in Accounting and Finance Techniques

Master of Management Science

Monterey Institute of International Studies

MBA Program in International Management

Rutgers University Graduate School of Management

MBA Program in Professional Accounting

American Graduate School of International Management (Thunderbird)

MBA in International Management

For more information about these schools and programs, refer to the Web page for the Department of International Business & Management at: [www.dickinson.edu/departments/ibandm](http://www.dickinson.edu/departments/ibandm) or the Career Center's Web page at: [www.dickinson.edu/departments/career/graduate.html](http://www.dickinson.edu/departments/career/graduate.html)

### GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT)

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The GMAT should be taken by the fall semester of the senior year. The GMAT is offered as a computer-based standardized test offered at Sylvan Learning Centers. Check [www.gmat.org](http://www.gmat.org) for registration information.

### ADMISSIONS PROCESS

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Contact any of the faculty members of the Department of International Business & Management for more information and assistance with admission to MBA programs.



# PSYCHOLOGY

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## FACULTY

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James A. Skelton, Associate Professor of Psychology, Chair  
 Gregory J. Smith, Associate Professor of Psychology  
 Walter Chromiak, Associate Professor of Psychology, Associate Dean of the College  
 Teresa A. Barber, Associate Professor of Psychology  
 Marie Helweg-Larsen, Associate Professor of Psychology  
 Diane F. DiClemente, Assistant Professor of Psychology  
 Anthony S. Rauhut, Assistant Professor of Psychology  
 Richard L. Abrams, Visiting Assistant Professor of Psychology  
 Davis C. Tracy, Director of Counseling Services, Part-time Assistant Professor of Psychology  
 Linda M. Chalk, Assistant Director of Counseling, Part-time Assistant Professor of Psychology  
 John-Paul Checkett, Assistant Director of Counseling, Part-time Assistant Professor of Psychology

## MAJOR

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Ten courses, at least two between 110 and 180; 201, 202; two at the 300 level; one at the 400 level (numbered below 490); 495; and two additional courses in psychology.

These courses must be taken in the department: 201, 202, two courses at the 300 level, one course at the 400 level, and 495. Exceptions to this rule may be granted to students who petition the department chair.

## MINOR

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Six courses, including 201 and 202 and a course from the 300 level group of research methods classes. Normally, four of the six courses (including the 201, 202 sequence and the 300 level course) must be completed in the department.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: two 100-level courses; 201  
 Second Year: 202; two 100-level courses  
 Third Year: 300-level course; 400-level course; semester abroad  
 Fourth Year: 300-level course; Senior Experience

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT OPTIONS FOR NON-SENIORS

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Exceptional sophomores and juniors may participate in traditional internships, independent study, and independent research projects (see Bulletin section entitled "Special Approaches to Study" page 172). However, these will not fulfill the requirement for a Senior Experience in Psychology.

## HONORS IN THE MAJOR

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Honors are granted to students who demonstrate their eligibility by fulfilling these requirements: By the end of the Junior year, obtain approval of an Honors Project proposal from at least three psychology fac-



ulty. The proposal is to consist of a plan to earn at least one credit for independent study and/or independent research during each semester of the Senior year. Psychology 495 may be used to fulfill one of these credits. By the beginning of the Senior year, earn a GPA of at least 3.25 in (a) courses taken in Psychology and (b) all other courses taken at the College. Provide a written copy of the final project report to each Psychology faculty member by April 15 of the Senior year. Present and defend the project to an assembly of psychology faculty by May 1 of the Senior year. Receive a favorable vote from psychology faculty for the written and oral presentations of the project.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Students who are interested in study abroad are urged to plan their programs carefully and begin the major early. An advising session is offered each semester that addresses this topic.

## COURSES

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**110. Principles of Behavior** This is an introduction to the elementary principles governing the behavior of both humans and non-human species. These principles, derived primarily from experiments using animals, are shown to be applicable to the prediction and control of a wide variety of human behaviors. This course employs a self-paced, mastery approach to learning and includes laboratory sessions.

**125. Brain and Behavior** This course will introduce the structure and function of biological processes as variables that influence human behavior. Findings from such fields as neuroanatomy, neurophysiology, and endocrinology will be considered in their relation to a number of behavioral processes.

**130. Perception, Memory, and Thought** This introduction to cognitive psychology will cover such topics as: How do you recognize your grandmother? Can you do more than one thing at a time? Why can't you remember the names of people you just met? More formally, we will examine the processes of perception, attention, representation, and retrieval in children, adults, and machines.

**140. Social Psychology** In this introduction to psychological aspects of human social behavior, we discuss such topics as the relationship between attitudes and behavior, how people judge one another, interpersonal and group influence processes, and relations between individuals and groups, with strong emphasis on real-world applications. We also introduce scientific methods and formal theories for studying social behavior.

**150. Introduction to Cross-Cultural Psychology** This course takes the position that human behavior can best be understood only in the cultural context in which it occurs. Discussions focus on the impact of culture on human behavior including the nature of culture; political and religious elements of culture; perceptions, stereotypes and the realities of cultural differences; how nationalism and animosity between cultures grow; and sources of prejudice and cultural conflict, and how they may be reduced. Suitable for all students, regardless of prior background in psychology.

**155. Child Development** This introduction to developmental psychology will cover such topics as: What are the processes of prenatal development and birth? How does an infant learn about the world around him or her? How do children develop as social beings? And, how do the cognitive abilities of thought, language, and memory develop?

**160. Introduction to Industrial/Organizational Psychology** Examines the psychology of the workplace. Emphasizes the theoretical developments in psychology that relate to the study of people in organizations and industry in areas such as interpersonal relations, management, leadership, personnel, and applied psychology. Theories, experiments, and problem solving efforts of behavioral scientists in industrial settings are covered. Suitable for all students, regardless of prior background in psychology.

**165. Psychopathology** An introduction to various psychological disorders and techniques of diagnosis and treatment. Relevant for students who anticipate careers in medicine, law, and the social or psychological services.



**170. Adolescence and Youth** In this introductory course in developmental psychology, we will examine the ways biological, psychological, and social processes combine to shape development during the second decade of life. A primary focus will be on the individual and cultural differences that result from contextual variability in these processes.

**180. Topics in Psychology** Students gain an appreciation of psychological principles by reading about and discussing a topic of interest. Course topics range from contemporary issues and historic controversies to broad themes. Recent topics courses have included Cross Cultural Psychology, Human Sexuality, Personality, and Sleep and Dreams.

**185. Survey of Psychology** A survey of areas of contemporary psychological study to acquaint students with viewpoints, findings, and techniques of investigation of the discipline.

**201. Design of Psychological Research** Readings and laboratory exercises introduce students to bibliographic resources in psychology, rules of valid scientific inference, and techniques for conducting psychology experiments. Three hours classroom plus two hours laboratory a week. *Prerequisite: any 100-level course.*

**202. Analysis of Psychological Data** In this course, one of the core requirements for the major, our focus is how to make sense of numerical information. Students learn to describe and analyze data. Three hours classroom plus two hours laboratory a week. *Prerequisite: 201.*

**310. Research Methods in Animal Learning** An exploration of advanced problems in animal learning, the stimulus control of behavior, attentional models and cognitive processes in animals. Students collect and analyze data and produce written reports relating their empirical findings to psychological theory. Three hours classroom plus three hours laboratory a week. *Prerequisites: 110, 201 and 202.*

**325. Research Methods in Biological Psychology** A comprehensive coverage of the research methods employed in the field of biopsychology. Students conduct research on the relationship between the nervous system and/or the endocrine system and human behavior. *Three hours classroom plus three hours laboratory a week. Prerequisites: 125, 201 and 202.*

**330. Research Methods in Cognitive Psychology** Students devise, conduct, analyze and prepare written reports of experiments on topics such as autobiographical memory, time management, techniques for improving learning, and decision-making. *Three hours classroom plus three hours laboratory a week. Prerequisites: 130, 201 and 202.*

**340. Research Methods in Social Psychology** We conduct empirical studies in order to become familiar with techniques for measuring attitudes and social behavior in the field and the lab, for analyzing and evaluating data, and for reporting findings and conclusions. Students gain direct experience in the process of conducting research studies by working as experimenters and data analysts. *Three hours classroom plus three hours laboratory a week. Prerequisites: 140, 201 and 202.*

**350. Research Methods in Cross-Cultural Psychology** Each culture is unique in its understanding and beliefs regarding human nature. These differences can lead to varied perceptions of self, in-group and out-group members, time, politics, social distance and social expectations. This course is designed to support student investigation into these cultural and subcultural differences as students generate, conduct, analyze and prepare written reports of observational, survey, correlational or experimental study designs on various topics in cross-cultural psychology, stereotypes and intercultural conflict. *Three hours lecture and three hours lab per week. Prerequisite: 150, 201 and 202.*

**355. Research Methods in Child Development** An advanced presentation of the research methods and statistical techniques used by developmental psychologists including cross-sectional, longitudinal, and sequential designs. Students conduct laboratory and field-based research and develop original research proposals in the area of child development. *Three hours classroom plus three hours laboratory a week. Prerequisites: 155, 201 and 202.*



**360. Research Methods in Industrial/Organizational Psychology** Focuses on methods used to conduct applied research in psychology. Topics include interviewing techniques, basic survey development and analysis, training program development, employment test administration, program evaluation, focus group development, and other applied research methods. Students participate in group exercises, role playing, and development of research materials. *Three hours lecture and three hours lab per week. Prerequisites: 160, 201 and 202.*

**365. Research Methods in Clinical Psychology** This course will introduce various strategies used in empirical research of clinical phenomena. Practice in behavioral observation systems, structured clinical interviews, and assessment techniques will be gained as students conduct research and write research reports in the area of clinical psychology. *Three hours classroom plus three hours laboratory a week. Prerequisites: 165, 201 and 202.*

**370. Research Methods in Development After Childhood** In a series of group projects, students will design and conduct studies of development during adolescence and adulthood. In addition to basic techniques of experimental, observational, interview, and survey research, students will be introduced to the special design requirements of studying age-related change. The course will emphasize the relationship between question, hypothesis, and research design and use the contextual variability as a tool for understanding development. *Prerequisites: 170, 201 and 202.*

**380. Research Methods in Psychology: Special Topics** Students conduct empirical research in an area of psychological science, analyze data, and report findings and conclusions. *Three hours classroom plus three hours lab per week. Prerequisite: Psychology 202*

**410. Seminar in Learning Theory** An advanced course for students with a strong background in the psychology of learning, this seminar examines the evolution of formal theories of learning during the last century. Topics covered include Pavlov's cortical theory of classical conditioning, Hull's hypothetico-deductive theory of learning, Skinner's radical behaviorism, and Tolman's cognitive maps in mice and men. *Prerequisites: 201, 202 and 310.*

**425. Seminar in Biological Psychology** An advanced seminar into the relationship between physiological systems and behavior. This course will include coverage of mammalian brain organization and function in terms of transmitter systems which are correlated with the interactions between anatomy, physiology, and behavior. *Prerequisites: 125, 201 and 202.*

**430. Seminar in Cognitive Psychology** Students will present and discuss one or more topics in human cognition using primary sources. Possible topics include, but are not limited to, intelligence and creativity, the development of physical and mental skills, changes in learning and memory as we age, and thought in humans and machines. Students will write several essays that explain and evaluate the concepts that are discussed. *Prerequisites: 130, 201 and 202.*

**440. Seminar in Social Psychology** In this seminar, we read and discuss primary sources in theoretical or applied social psychology. Previous seminars have looked at applications of social psychology principles in law, medicine, mental health, consumer behavior, conservation, and education, and theories of social construal, social influence, and social systems. Students are responsible for leading class sessions and contributing to a group document, such as an annotated bibliography or literature review. *Prerequisites: 140, 201 and 202.*

**450. Intergroup Relations and Cultural Psychology** Investigates psychological perspectives related to the impact of culture in determining individual and social behavior, cross-cultural differences and similarities in human behavior, and the psychological sources of group conflict. Topics may include the impact of stereotypes on perceivers and targets, the psychological rationale for prejudice and discrimination, the benefits and difficulties of gender, racial, and cultural diversity, methods for prejudice and discrimination reduction, and an examination of human behavior beyond the traditional Euro-American psychological perspective. *Prerequisites: 150, 201, and 202.*



**455. Seminar in Developmental Psychopathology** Applying a developmental perspective in which clinical disorders are viewed as either quantitative deviations from normal development or qualitatively distinct disorders this course will study the history, methods, procedures, empirical facts, and theories that influence the conceptualization of and treatment of clinical disorders in children. *Prerequisites: 155, 201 and 202.*

**460. Seminar in Organizational Psychology** Focuses on the relationship between the individual and the organization and examines elements of the organization that affect behavior. Selected topics include leadership, group and interpersonal processes, motivation, occupational health and safety, consumer behavior, and occupational stress. Group projects, facilitation of class material, and other experiential exercises are used to clarify important concepts in the field. *Prerequisites: 160, 201, and 202.*

**465. Seminar in Clinical Psychology** Students read and discuss primary sources in theoretical and applied clinical psychology to gain a deeper understanding of the processes of assessment and treatment used with various psychopathological conditions. *Prerequisites: 165, 201 and 202.*

**470. Seminar in Adolescent Development** Ecological systems theory focuses on the complex interaction of person and environment throughout the life course. Based on the premise that biological, social, and cognitive processes will vary as a function of person and context, this approach uses such variation to provide insight into human development. Students will apply this approach to the study of adolescence through discussion, readings, and both formal and informal writing. *Prerequisites: 170, 201 and 202.*

**480. Advanced Topics in Psychology** Advanced seminar in which students become actively engaged in reading about, reviewing, and discussing selected topics of importance in the discipline. Recent advanced topics courses have included The Psychology of Law and Medicine, Psychopharmacology, The Psychology of Groups, and Psychology of Identification. *Prerequisites: 201, 202 and permission of the instructor.*

**495. Senior Experience in Psychology** The Senior Experience is a culminating project in which students bring to bear the knowledge, methods, and techniques they have acquired as majors. A semester prior to enrolling in 495, the student identifies a question of psychological interest and develops in consultation with a faculty supervisor a plan for answering the question. Once enrolled, the student conducts a systematic review of appropriate psychological literature. The review may be performed in conjunction with an empirical study or with fieldwork. The student makes a public presentation of the project, typically during the final week of classes, and writes a formal report for the faculty supervisor. *Prerequisite: 201 and 202 senior psychology major status, and permission of the instructor.*

## PUBLIC SPEAKING

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### COURSES

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**101. Introduction to Public Speaking** An introduction to public speaking addressing the construction and delivery of both informative and persuasive speeches. Students will receive training in (and will practice) overcoming anxiety, gathering and presenting information, determining and responding to audience preferences, and incorporating rhetorical tools to enhance persuasion.



# RELIGION

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## FACULTY

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Mara E. Donaldson, Professor of Religion (on leave 2002-03)

Daniel G. Cozort, Associate Professor of Religion (on partial leave 2002-03)

Theodore Pulcini, Associate Professor of Religion, Chair

Andrea B. Lieber, Assistant Professor of Religion

Jeffrey M. Brackett, Visiting Instructor in Religion

## CONTRIBUTING FACULTY

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David Commins, Associate Professor of History

Harry D. Krebs, Professor of East Asian Studies

Ted Merwin, Visiting Assistant Professor of Religion

## MAJOR

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**Option A.** Gives the student a working knowledge of a broad range of religious traditions and perspectives. The courses in Option A provide the foundation in the study of religion which the department considers necessary for today's liberally educated person. Of the 10 courses required in this option, no more than four may be at the 100-level, at least two must be at the 300-level, and at least one (such as Religion 490) must be at the 400-level or above. The following guidelines apply:

1. Two courses for which approaches to the study of religion are the main concern (390, 490).
2. Two courses that raise critical questions about religion in Western traditions and cultures (e.g., 103, 104, 107, 110, 203, 206, 207, 208, 209, 211, 212, 214, 218, 219, and topics courses).
3. Two courses that raise critical questions about religion in Non-western traditions and cultures (e.g., 120, 130, 221, 223, 224, 226, 230, and topics courses).
4. Three additional courses. These may be concentrated in a particular tradition (e.g., Judaism, Christianity, Hinduism, Buddhism, East Asian Religions, Biblical Studies), or they may be on approaches to religion in culture (e.g., Religion and Gender, Religion and Literature, Myth and Ritual, Religion and Art, Social Scientific Study of Religion).
5. One course taken outside the department. For example, courses outside the department may include Philosophy of Religion, Religion and Science, and Anthropology of Religion.

**Option B.** Students who have a focused interest in a particular area of the study of religion may be accepted, no later than the end of the sophomore year, for a major in religion structured along the following lines:

1. The major will consist of 11 courses, with as many as four courses taken outside of the religion department. Religion 390 and 490 are required.
2. Upon the declaration of the major and each semester these majors will discuss their course selections and the shape of their major program with the department and other majors.
3. In the senior year, the student will engage in an independent research project, designed to synthesize the student's work in religion up to that point. This project must be approved by the department and will be delivered both in written form and through an oral presentation.

**Option B** encourages students to develop interests which may cross normal disciplinary lines. Possible self-developed majors might include: Reformation Studies, The Classical World and Early Christianity, Women and Religion, Liberation Theologies, Myth Studies, Sacred Texts in Comparative Perspective, Medieval Studies, South Asian Studies, Middle Eastern Studies, etc.



## MINOR

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The minor in religion consists of six courses, including Religion 390. No more than three of the six courses may be at the 100-level.

**Additional Options:** In addition to these options for the major in religion, the College offers a major in Judaic studies, East Asian studies, and the double major (recent examples: religion and philosophy, religion and art, religion and anthropology, religion and English). Students may also pursue studies in religion in a number of the College's off campus programs, including SITA, and the Jerusalem program.

## INDEPENDENT STUDY

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According to their special interests, students often develop and pursue Independent Study projects with members of the faculty. Among the projects recently undertaken have been Liberation Theology in Latin America, Abraham and Monotheism, The Hindu Temple, Martin Luther King, Jr., C. S. Lewis, Hopi Kachinas, Tibetan Views on Death, Spirituality and Activism, Women and Religion, and Philosophical Theology.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Students have regularly taken Junior Year Abroad programs in Scotland, England, Germany, France and Israel. The college also participates in the fall semester South India Term Abroad (SITA) program in Madurai, India and encourages students to participate in the summer Jerusalem program. The department supports the exploration of other programs and proposals.

## COURSES

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All 100-level courses, regardless of their specific content, provide students with a basic introduction to the academic study of religion. Sophomores and juniors may take a 200-level course as their first course in religion, and seniors are encouraged to begin at this level. 200-level courses are more specific than 100-level courses but are not necessarily more difficult. 300-level courses are discussion-oriented seminars open to students who either have at least one previous course in religion, have junior or senior status, or have the permission of the instructor.

**103. Hebrew Scriptures in Context** A critical examination and attempt to understand the literature and the antecedent traditions remembered and formulated by the ancient Israelites in terms of their own views of God. This literature is interpreted in the context of events and cultures of the ancient Near East.

**104. Introduction to Judaism** A basic course in the history, basic beliefs and practices, and modern manifestations of Judaism as a religion. The course concerns itself with the interactions of Judaism and other world religions, notably Christianity. *This course is cross-listed as Judaic Studies 104.*

**105. Judaism in the Time of Jesus** This course is an introduction to the Hellenistic period of Jewish history, also known as the period of the "second temple". The course will analyze the cultural interaction between Jews and Greeks at this pivotal moment in Jewish history. The course will examine the impact of classical Greek thought and culture on the development of Judaism at its formative stage. We will focus on the phenomenon of sectarian movements and the emergence of rabbinic Judaism and Christianity as two dominant religions of the West. *This course is cross-listed as Judaic Studies 105.*

**107. New Testament in Context** A critical examination and attempt to understand the New Testament as the written traditions which articulated the faith, expectations, and actions of the early Christians as they responded within Jewish and Greek culture to the historical events of their day, and especially as they responded to the life and death of Jesus of Nazareth.



**110. Religion and Modern Culture** Drawing upon popular examples from film, drama, and narrative, as well as critical essays, the course explores both the religious dimensions of modern culture myth, sacred space and time, nature spirituality and the cultural contexts of contemporary theologies gender, race, economics.

**111. What is Religion?** An introduction to the study of religion that assesses as possible answers to the course title a selected range of individual and social experiences, expressions, and interpretations. Although the course is not a survey of world religions or a study of theories of religion, it examines phenomena from many religions and employs a variety of methods of analysis.

**115. Native American Religions** A survey of some major religious phenomena in the relatively recent histories of selected Native American traditions with emphasis on the tribal religions of North America and the religions of the civilizations of Mexico and Central America.

**121. What is Hinduism?** A study of the dominant religion of south Asia that focuses on the contemporary "embodiment" of religion in culture. This course will explore ways in which religion permeates the Hindu cycle of life, shapes choices such as occupation and marriage partner, and infuses Indian arts. It will ask whether the variation in these patterns over time, among regions of India, in city and country, and among different groups, are diverse "Hinduisms" that nevertheless contain a vital unity.

**122. What is Buddhism?** A study of Asia's most influential religion that focuses on the contemporary "embodiment" of religion in culture. This course will explore ways in which Buddhists have used visual arts, music, drama, asceticism, devotion, etc., to attain spiritual goals and express enlightenment. It will look at both monastic and popular Buddhism, concentrating on South and Southeast Asia but with some reference to East Asia and the West.

**201. Buddhism in Tibet** Studies in Buddhist philosophy and practice in Tibet.

**203. Bible and Contemporary Issues** An exploration of the impact of Biblical world views, perspectives, and laws upon the generation and resolution of contemporary problems such as environmental abuse, sexism and sexual problems, injustice, and war.

**206. Jews and Judaism in the United States** Traces the history of Jewish immigration to America and how the American experience has produced and nurtured new forms of Judaism, notably Reform and Conservative. The course concentrates on the last hundred years of American history and includes such topics as anti-Semitism, the Holocaust, and Israel. *This course is cross-listed as Judaic Studies 206.*

**207. Holocaust & Future of Religion** The course begins by looking at the variety of approaches to the Holocaust or Shoah. Second, it inquires into the roots of the Holocaust in Christian religious anti-Semitism. Third, the course examines the genocidal events of the Shoah itself and the responses to those events by a small resistance movement within Germany. Fourth, the course concludes by looking at the various responses to the Holocaust, attempting to understand its impact on the future of religion itself.

**208. Religion in the United States** The course chronicles the relationship between religious ideas and cultural context from the founding of the first colonies through the rise of the Religious Right and New Age movements. Our journey will be guided by several key metaphors that have characterized the religious ethos of America: America as "The Promised Land"; America as the "land of opportunity", as the "melting pot." We will use primary sources, including fiction, poetry, and film.

**209. Religion and the Literary Imagination** Examines the variety of ways that religious themes grace, evil, redemption and genres parable, apocalypse are reflected, transformed in Biblical, classical, and contemporary literary texts.

**211. Religion and Fantasy** An exploration of the religious and mythological dimensions of traditional and modern fantasy literature. Our explorations will be guided by three interdependent themes: the nature of the divine, the nature of the human, and the nature of the moral life.

**212. History of Christianity: From Margin to Center** The course traces the emergence of Christianity



from its beginnings as a minority sect in the first century to the height of its influence in the 14th century. Special attention will be given to cultural and aesthetic influences on the emerging Church.

**214. History of Christianity: Reform and Modernity** The course concentrates on the emergence of the Protestant tradition in the 16th century and the Catholic response. Considers the impact of the Enlightenment on both Protestant and Catholic self understanding.

**218. War and Western Values** Literary and philosophical expressions of the experience of war; analyses of the nature of war in human affairs, and of restraints on and in war; assessment of the "special case" of nuclear armaments and strategies.

**219. History of the Jews** Willing or not, Jews have participated in world history since the dawn of civilization in the Middle East, ca. 3000 b.c.e. This course surveys the part Jews have played, concentrating on the interplay between Jews, Christians, and Muslims. *This course is cross-listed as Judaic Studies 219.*

**221. Hindu Mythology** Indian mythology, perhaps the richest in the world, is learned (and sometimes created) through ritual celebrations that re-enact and re-interpret myth episodes and themes and in other ways relate the human to the divine.

**226. Yoga: Theory and Practice** Yoga is an ancient Indian religious philosophy with a unique and complex world view. The Yoga system sees the human and the cosmos as homologous and therefore places special emphasis on the control of the body and mind in its pursuit of the realization of ultimate reality. In order to test Yoga's assertions about the effect of physical and contemplative techniques, students will participate in a lab section in addition to lectures and discussion.

**230. Buddhism in China and Japan** A study of the many phenomena of Chinese and Japanese Buddhism: historical development, socio-cultural context, personalities, texts, practices, thought, and aesthetics.

**241. Topics in Arts, Literature, and Religion** (e.g., Religion and Psychology; Faith and Identity; American Jewish Fiction; Jesus in Theology, Art, and Literature; Religion and Film)

**243. Dead Sea Scrolls** The discovery of a cache of ancient scrolls in 1947 in caves near the Dead Sea led to a revolution in the study of Second Temple Judaism and Christian origins. This course will focus on these texts, situating them in the context of the history of Judaism from the Hellenistic period through the first century C.E. What do they reveal about beliefs and institutions of the Essenes, the enigmatic community which produced them? What was life like at Qumran, the Essene community's center? How did the sect start, how did it differ from mainstream Judaism, and what was its vision of the future? What possible connections existed between the Essene community and the emergence of Christianity? How have the Dead Sea scrolls contributed to the study of the Hebrew Bible and the New Testament?

**245. Hidden Scriptures** Besides the books included in the Hebrew Bible (Christian Old Testament) and the New Testament, a number of texts were excluded for various reasons. Their circulation and reading were discouraged, but they survived nonetheless. This course examines these texts, placing them in their historical context and using them as a "lens" through which we can better understand Judaism in the Hellenistic and Roman period and Christianity in some of its primitive (often "heretical") expressions.

**250. Topics in Religion and Gender** (e.g., Goddess and Devotee; Women & Religion; Sexuality and Spirituality; Women's Ways of Believing)

**259. Islam** An introduction to Islamic beliefs and practices in their classical forms: rituals, law, mysticism, and other topics. The course will consider aspects of Islamic cultures and societies in medieval and modern times. *This course is cross-listed as History 372.*

**260. Topics in Religious Traditions** (e.g., Islam; Shamanism; Apocrypha)

**310. Topics in the Study of Myth** (e.g., Comparative Mythology; Myths of Creation)

**312. Topics in the History of Christianity** (e.g., Contemporary Roman Catholic Thought; Medieval Mysticism; Christianity in Crisis; Augustine of Hippo; Eastern Orthodoxy)



314. **Topics in Religious Ethics** (e.g., Bonhoeffer, Peace and War; God and Evil; Religion and Ecology; Contemporary Christian Ethics)

316. **Topics in Judaic Studies** (e.g., Twentieth Century Jewish Thought; Principles and Topics in Jewish Law) *This course is cross-listed as Judaic Studies 316.*

318. **Topics in Religion and Culture** (e.g., Religion and Science; Encounters with Death; Liberation Theologies)

320. **Topics in Indian Religions** (e.g., Hindu Theology; Buddhist Tantra; Enlightenment in Comparative Perspective)

330. **Topics in East Asian Religions** (e.g., Zen; Confucianism and Taoism; Chinese Folk Religions)

390. **Interpreting Religion** An advanced introduction to some fundamental issues of theory and method in the academic study of religion. Selected religious phenomena will be examined using the perspectives such as those of the history of religions, psychology, sociology, anthropology, philology, philosophy, and theology. Emphasis will be placed upon methods of research and styles of writing in the study of religion.

490. **Seminar** Advanced investigation of methods and critical perspectives for the study of religion with a focus to be determined by the instructor. *Writing enriched. Prerequisite: 390 or permission of the instructor.*

The following course is offered abroad:

242. **Jerusalem, Layer by Layer** This course will examine the centrality of Jerusalem in the evolution of Judaism, Christianity, and Islam. The development and interaction of these religions will be situated within the sweep of the city's history, from the period of the ancient Israelite monarchy to the present. Through the study of monumental structures, archaeological remains, and textual records, Jerusalem's story will be uncovered layer by layer, with special attention given to the social and political dynamics which have shaped its monotheistic communities through the centuries.

## RUSSIAN

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### FACULTY

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Elena Dúzs, Assistant Professor of Russian, Chair  
Christopher W. Lemelin, Instructor in Russian

### MAJOR

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At least ten courses, numbered 200 and above:

Six courses in Russian language, literature and culture (taught in Russian) selected from the following list:

200, 215, 231, 232, 333, 334, 335, 360, and courses taught at Mendeleev University

Two "core" courses in Russian literature taught in English: 223, 224.

One other course in Russian literature, performing arts, or film in translation selected from the following: 241, 242, 243, 244, 260

Russian Area Studies 100

*NOTE:* Seniors must take one 300-level course or an equivalent each semester. 300-level courses will involve independent projects that will provide students with the opportunity to integrate their field of study and experiences in the study-abroad program. Special arrangements will be made for the seniors completing their professional teaching certificate in the spring.



## MINOR

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Five courses numbered 200 and above. At least three of these courses must be in the Russian language.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

## INDEPENDENT STUDY

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Independent study projects are an option open to motivated students who wish to pursue a topic in Russian or Slavic literatures and cultures not offered as part of the regular curriculum. Interested students must be willing to initiate their own study project and meet with their director on a weekly basis. All faculty members are willing to assist. Most projects are taken for half or full course credit. Qualified seniors may wish to write an Honors Thesis.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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**Junior Year** All students majoring or minoring in Russian are encouraged to spend one or two semesters in Russia during the junior year. The Dickinson program in Moscow is based at Language Link and is affiliated with the Russian State University for the Humanities. The program offers a wide range of courses in Russian language and culture.

**Summer Immersion Program** The Russian Department offers a five-week student immersion program in Moscow or Moscow/St. Petersburg. See the course description for Russian 215, Moscow Summer Immersion Program.

## COURSES

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**\*101, 104. Elementary Russian** An intensive study of the fundamentals of Russian grammar, with an emphasis on the development of reading, writing, speaking, and understanding skills. Short stories and songs will supplement the text.

**116. Intermediate Russian** Advanced grammar review incorporating controlled reading and composition. Emphasis on speaking competence continued through oral reports and conversational topics. *Prerequisite: 104 or the equivalent.*

**200. Advanced Training in the Russian Language** Emphasis on the development of reading, speaking, and writing skills. Reading of simple texts to acquaint the student with a variety of styles of the Russian language, concentration on some of the more difficult problems in the Russian grammar, translation, written composition, vocabulary building, and intonation. *Prerequisite: 116 or equivalent, with a grade of at least C.*

**223. Russian Literature from Beginning to 1890** An introduction to Russian literature, presenting its development and the major literary movements from the earliest period to the middle of the 19th century. Readings will include works by Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Tolstoy. *No knowledge of Russian necessary. Conducted in English. Offered every other year.*

**224. Modern Russian Literature** An introduction to Russian literature, presenting its development and the major literary movements from the middle of the 19th century to the present. Readings will include works by Dostoevsky, Chekhov, Gorky, Blok, Mayakovsky, Babel, Zamiatin, Gladkov, Bulgakov, Pasternak, Solzhenitsyn, Voinovich, Trifonov, Shukshin, and Aitmatov. *No knowledge of Russian necessary. Conducted in English. Offered every other year.*



**231. Russian Conversation and Composition Practice** in the techniques and patterns of everyday conversation, especially as these reflect different cultural orientation. Reading and discussion of short works by well-known Russian authors. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

**232. Masterpieces of Russian Literature** Reading and discussion of literary works by representative authors from the pre- and post-Revolutionary periods. *Prerequisite: 200 or the equivalent, with a grade of at least C.*

**241. The Russian Short Story** This course will survey major movements and figures in Russian literature through a reading and analysis of short works of fiction. In addition to pursuing definitions of such terms as romanticism, realism, modernism, and socialist realism, we will consider the way in which a literary genre develops its own tradition in a national literature and offers a unique set of possibilities and constraints to the writer. Includes works by such writers as Karamzin, Pushkin, Gogol, Lermontov, Chekhov, Bunin, Sologub, Babel, Bulgakov, Pasternak, Solzhenitsyn, Nekrasov, Erofeev, Tolstaya. *Conducted in English. Offered every other year.*

**242. Russian Drama** This course examines the development of Russian drama from the formative period to the present day. Reading and analysis of dramatic works by Griboedov, Gogol, Ostrovsky, Turgenyev, Chekhov, Gorky, Andreyev, Blok, Mayakovsky, Bulgakov and others. Emphasis on the theoretical contributions by Stanislavsky, Meyerhold, Evreinov, and Lubimov. *Conducted in English. Offered every other year.*

**243. Russian and East European Film** The course will examine a contribution by Russian and East European directors to the development of film as an art form. It will also investigate the role which those film have played in forming the cultural identity of various East European nations in recent times. Films by the following directors may be studied: Eisenstein, Dziga Vertov, Dovzhenko, Forman, Bacso, Tarkovskij, Mikhalkov, Wajda, Makavejev, Szabo and others. *Conducted in English. Offered every other year.*

**244. Women and Russian Literature** This course will first examine the traditional model of Russian womanhood through the works of major figures of Russian literature including Karamzin, Pushkin, Turgenyev, Tolstoy, Dostoevsky, Chekhov and Soviet writers. It will then trace the emergence and the evolution of women's voice in Russian literature as a response to this traditional model. Female authors to be studied include Karolina Pavlova, Zinaida Gippius, Anna Akhmatova, Marina Tsvetaeva, Natalya Baranskaya and Tatyana Tolstaya. *Conducted in English. Offered every other year.*

**260. Topics in Russian Studies** In-depth analysis and discussion of selected areas and problems in Russian literature or culture. Recent topics have included: Russian Theatre and Drama, Nobel Laureates in Russian Literature, Russian Short Prose, Salvation Through Beauty: the World of Dostoevsky, Russian and Soviet Film, East European Literature, Modernism in Italy and Russia. *Conducted in English. Offered every other year.*

**333. Aspects of Russian Society and Civilization** Scholarly and journalistic texts concerning the social sciences present a specific set of challenges, including a special vocabulary, methods of dealing with data, and idiosyncratic grammar. Discussing or writing about issues in the social sciences likewise requires the special ability to derive the basic import from texts and discuss it with the appropriate vocabulary and use of data. This course prepares students for further work in reading social-science texts in Russian and using the information effectively. *Prerequisite: 231, 232 or equivalent, with a grade of at least C.*

**334. Workshop in Translation** This course focuses on specific techniques for translating various kinds of texts (business, journalistic, scholarly, epistolary, and literary) from Russian into English, and from English into Russian. Concentrating on the practical matter of reading and writing, the course will also include special grammatical topics which present particular difficulties in translation, discussion of theories of translation, and introduction to technological tools of translation. The goal of the course is to further students language ability and provide them with useful linguistic skills. *Prerequisite: 231, 232 or equivalent. Offered every two years.*

**335. Popular Culture in Russia** This course will examine the evolution of Russian popular cultural tradition beginning with folk tales, epics, songs, proverbs and popular theater to representations of the "low"



genres in contemporary Russian culture including detective novels, popular tv series, cartoons and anecdotes. Focusing on the interplay of the “high” and the “low” cultural traditions in Russia, students will develop methodology of cultural analysis. *Prerequisite: 231, 232 or equivalent.*

**360. Topics in Russian Language and Literature** A thorough investigation of a significant figure or major development in Russian literature, or an extensive examination of selected aspects of the Russian language, with emphasis on seminar reports and discussions. *Conducted in Russian. Prerequisite: Russian major or instructor's permission.*

The following course is offered in Moscow:

**215. Moscow Summer Immersion Program** A four-week course in contemporary Russian language and culture offered at the Mendelev University in Moscow. Students will speak only Russian during this four-week period, and participate in intensive language classes, special lectures and field trips arranged with Russian university instructors. *Prerequisite: 116 or equivalent and permission of the department.*

## RUSSIAN AREA STUDIES

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### CONTRIBUTING FACULTY

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**Russell Bova**, Professor of Political Science

**Elena Dúzs**, Assistant Professor of Russian

**Philip T. Grier**, Professor of Philosophy, Coordinator

**Christopher W. Lemelin**, Instructor in Russian

**Brian Pederson**, Assistant Professor of Environmental Science

**Michael S. Poulton**, Assistant Professor of International Business and Management

**Theodore Pulcini**, Associate Professor of Religion

**Karl D. Qualls**, Assistant Professor of History

**George N. Rhyne**, Professor of History

**Neil B. Weissman**, Professor of History, Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College

### MAJOR

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1. Russian Area Studies 100
2. Two courses in the Russian language beyond 116.
2. Two courses in Russian Literature: Russian 223 and 224.
3. Two courses in Russian History: History 253 and 254.
4. Political Science 253.
4. Senior Research: Russian Area Studies 490.
5. Three Russia focused electives selected from at least two different departments. Courses which can count as electives will be indicated each semester in the course selection booklet. (Note that Russian 101, 104 and 116 will not satisfy this elective requirement).

### MINOR

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#### Option A: Language Based Minor

1. Russian Area Studies 100.
2. Russian 200.
3. Three Russia focused electives selected from at least two different departments. Courses which can count as electives will be indicated each semester in the course selection booklet. (Note that Russian 101, 104 and



*116 will not satisfy this elective requirement).*

#### **Option B: Non-Language Based Minor**

1. Russian Area Studies 100.
2. Five Russia focused electives selected from at least two different departments. Courses which can count as electives will be indicated each semester in the course selection booklet. *(Note that Russian 101, 104 and 116 will not satisfy this elective requirement).*

### **SUGGESTED FOUR YEAR PROGRAM**

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First and Second Years: Students should, at minimum, take Russian Area Studies 100 and should begin or continue to work on the Russian language requirements. If possible, it is a good idea to take the two required Russian history courses (History 253 & 254) in the sophomore year.

Third and Fourth Years: Students should consult with their adviser and with Prof. Bova, the Coordinator of the Russian Area Studies Program, for advice about course selection for the junior and senior years.

### **TEACHER CERTIFICATION**

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For information, please see the Director of Teacher Education.

### **HONORS IN THE MAJOR**

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Honors in the major is awarded to students who achieve a 3.25 overall GPA, a 3.5 GPA in the major, and a grade of A or A- in RUSST 490.

### **OPPORTUNITIES FOR OFF-CAMPUS STUDY**

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Students are strongly advised to study in Russia for a summer, semester, or preferably, for an academic year via Dickinson's program in Moscow. For more information on the study abroad program, visit the Russian Area Studies website or contact any of the contributing faculty in the Russian Area Studies program.

### **COURSES**

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**100. Russia and the West** An introductory and multi-disciplinary survey intended to explore the relationship between Russian culture and Western civilization. In the process, students will be exposed to aspects of Russia's history, literature, religion, philosophical traditions, music and art, politics, and economics. Suitable for those interested in a one semester introduction to Russia, and required for those who choose a major or minor in Russian Area Studies or Russian Language. *This course fulfills the Comparative Civilizations Distribution Requirement.*

**490. Senior Research** Guided research on a proposal developed by the student culminating in a senior thesis. The proposal is to be developed in consultation with at least two faculty drawn from different departments in the program who will supervise the writing of the thesis and serve as evaluators. *Prerequisite: major standing in the Russian Area Studies.*



# SCIENCE, TECHNOLOGY & CULTURE

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## FACULTY

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John W. Luetzelschwab, Professor of Physics

T. Scott Smith, Professor of Physics and Astronomy

## COURSES

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**\*101, 102. Scientific Investigations** A series of activity-based courses in which two topics will be introduced each semester that encompass a range of physical phenomena. Scientific concepts are introduced to provide a basis for understanding of phenomena such as rainbows, cloud formation, global warming, the development of scientific theories, and electrical brain activity. The main emphasis of the course will be on the processes of scientific investigation, with students developing hands-on projects throughout each semester. This course can be taken one or more times for laboratory science credit provided that new topics are covered in each course. *The course will meet for a total of six hours each week in a laboratory setting.*

**211. Science from Antiquity to the 17th Century** The first half deals with Greek, Arabic, and Medieval Latin theories of matter, motion, and growth, including the transmission of science and science education. The latter half deals with the scientific revolution from Copernicus to Newton with attention focused on the radical restructuring of basic assumptions about nature and method.

**212. Science from Newton to Einstein** Growth of quantitative methods in physical science and experimental methods in biology and natural history in the 18th, 19th, and early 20th centuries. Particular emphasis on Enlightenment and Romantic science, Darwinian evolution and genetic theory, the new physics of relativity and quantum mechanics, and modern cosmology. Gradual separation of science from philosophy and theology.

**258. Topics in the History of Science** The nature of science as a major aspect of Western civilization. Examines science and the scientific enterprise by devoting particular attention to the following: the structuring of basic assumptions about nature and method; social, cultural, and religious dimensions of scientific change and discovery; noted developments in the physical and life sciences. Topics vary and will be announced each term. Recent topics have included: The Scientific Revolution, History of the Physical Sciences, Development of Cosmology, Science and Religion, Light in Science and Art, and Ethnoastronomy.

**260. Energy and The Environment** A lecture course on the role of conventional and alternative energy sources, nuclear energy, and nuclear weapons in modern society. Topics may include the relationship of scientific principles to an understanding of the greenhouse effect, the thinning of the ozone layer, the disposal of nuclear waste, and the technology, effects, and proliferation of nuclear weapons.

**432. Senior Colloquium** The senior colloquium in science will explore new developments in science as well as philosophical, social, and ethical dimensions of the scientific enterprise. This will be a team-taught course in which senior science majors will work with faculty members to select readings and lead discussions. *One-half course credit. Prerequisite: senior standing with a major in one of the natural or mathematical sciences.*



## SOCIOLOGY

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### FACULTY

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Susan D. Rose, Professor of Sociology

Marvin Israel, Associate Professor of Sociology

Daniel Schubert, Associate Professor of Sociology, Chair

### MAJOR

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Nine courses are required, including 110, 240, 241, 330 or 331, one course above the 330 level, and 4 other courses, 2 of which may be taken outside of the major with the approval of the department. Students must decide on a thematic focus no later than second semester junior year, and take 3 courses in their thematic area, one of which may be outside the department. A senior thesis is strongly recommended. New thematic topics could include: Gender, Social Theory, Stratification, Race and Ethnicity, Deviance and Criminology, The Family, Media. Approved course work to be decided by the department.

### MINOR

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Six courses, including 110, 240 or 241, and 330.

### TEACHER CERTIFICATION

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For information, see the Director of Teacher Education.

### COURSES

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**110. Social Analysis** Selected topics in the empirical study of the ways in which people's character and life choices are affected by variations in the organization of their society and of the activities by which social arrangements varying in their adequacy to human needs are perpetuated or changed.

**212. Relations Between Men and Women** Love and its aberrations, men's and women's perceptions and treatments of one another, the nature of masculinity and femininity, homosexuality, and pornography analyzed from a sociological perspective, but drawing on a wide selection of sources in sociology, psychology, philosophy, literature, and film.

**222. Family Phenomena** In both the ideal and real worlds, the family is credited with producing social leaders and blamed for creating social misfits. Social scientists, policy makers, and writers have focused on the family as a central and powerful social institution. This course explores the nature and role of families, and how families vary across cultures and over time. The course will address such topics as socialization, gender, work-family issues, and domestic violence.

**224. Political Economy of the Family** In this comparative course in family systems, we will study the impact of production and politics on family life in various cultures, including Africa, Latin America, the Far East and the United States. The course uses ethnographic studies and documentaries to illuminate the impact of the political economy on family life, the life course, and gender roles and relationships. Various theories of development will place the ethnographies into socio-political and historical context.

**225. Urban Life** The nature of the city and how it fosters cosmopolitanism and urbanity. Urban planning, good and bad. City lifestyles contrasted with those of the suburb and country. Includes optional field trip to New York City.



**226. Race, Class, and Gender** Explores the personal, intergroup, and institutional dimensions of race, class and gender as simultaneous and interactive systems of meaning and experience. Examines theories of the economic, social and psychological dynamics of oppression; the social construction and reconstruction of identity; and the nature of racism, classism, and sexism. Social change strategies for eliminating oppression are also explored.

**228. Criminology** This course is concerned with a wide range of issues surrounding crime and punishment in society. Our main theme will be the sociology of punishment, but we will also address issues such as images, patterns, demographics, and consequences of crime in contemporary society. We will consider ways in which society impacts crime and punishment, as well as the ways in which crime and punishment impact society more generally. Our approach will be interdisciplinary, drawing on materials from sociology, philosophy, economics, history, psychology, and criminal justice.

**230. Selected Topics in Sociology** Courses which examine special topics in sociology and will include on a regular basis, Italian-American Ethnicity, Jewish Ethnicity, and Political Economy of the Family.

**240. Qualitative Methods** This course introduces students to the theory and methods of social science research, beginning with an examination of the philosophies underlying various research methodologies. The course then focuses on ethnographic field methods, introducing students to the techniques of participant observation, structured and informal interviewing, oral histories, sociometrics, and content analysis. Students will design their own field projects. *Prerequisite: At least one course in sociology, anthropology, or American studies. This course is cross-listed as Anthropology 240.*

**241. Quantitative Data Analysis** This course focuses on quantitative data analysis. Students will learn how to design, code, and analyze interviews and surveys. Selected databases and statistical programs will be used to analyze current social issues and compare samples. *Prerequisite: At least one course in sociology, anthropology, or American studies. This course is cross-listed as Anthropology 240.*

**300. Deviant Behavior and Social Control** Critical examination, through original works by Merton, Parsons, Cohen, Cloward, Matza, McHugh, Blum, and others, of the two major contrasting approaches in American sociology to the theoretical explanation of delinquency and crime. Crime and evil will also be examined by using Plato to reflect on the Holocaust.

**310. Gender and the Media** This course is concerned with a wide range of issues surrounding gender and the media. We will consider interpretations of gender both as essence and as construction, and we will examine the role of the media in contemporary culture. Finally, we will examine the representation of genders in the media as well as representations of gender by the media. *Prerequisite: Either 110, 222 or 224; or work in Art History or Women's Studies.*

**330. Classical Sociological Theory** This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in classical sociological theory (through 1925). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience. *Prerequisite: 110.*

**331. Contemporary Sociological Theory** This course will examine alternative ways of understanding the human being, society, and culture as they have been presented in contemporary sociological theory (1925-present). It will focus on the theoretical logic of accounting for simple and complex forms of social life, interactions between social processes and individual and group identities, major and minor changes in society and culture, and the linkages between intimate and large-scale human experience. *Prerequisite: 110.*

**370. Postmodernism, Culture, and Communication** This course will examine postmodernism as both an intellectual development and a cultural condition. In doing the former we will analyze the works of "postmodernists" such as Foucault, Lyotard, and Baudrillard. For the latter, issues such as the relationship between self and identity, the rise of the information society, and the development of the surveillance society will be examined. *Prerequisite: Sociology 330 or permission of instructor.*



390. **Sociology Seminar** A specialized seminar, intended to relate a broad area of theoretical concern to the problems and procedures of current research. Regularly offered topics: American Society; Art and Society; Eating Disorders and Health; Sociology of Religion; Postmodernism, Culture, and Communication.  
*Prerequisite: permission of the instructor.*

395. **Senior Thesis** Independent study, in consultation with a specially constituted faculty committee, of a problem area chosen by the student. The student should, in addition to pursuing his/her own interests, also seek to demonstrate how various perspectives within sociology and, where relevant, other disciplines bear on the topic chosen.

## SPANISH & PORTUGUESE

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### FACULTY

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Alberto Rodríguez, Associate Professor of Spanish  
 Mark C. Aldrich, Associate Professor of Spanish, Chair  
 Grace L. Jarvis, Senior Lecturer in Spanish (Director of Málaga Program 2000-04)  
 Cathleen E. Anderson, Assistant Professor of Spanish and Portuguese  
 Noel Luna, Assistant Professor of Spanish  
 Susana P. Liso, Assistant Professor of Spanish  
 Abraham Quintanar, Assistant Professor of Spanish  
 Begona Toral Aleman, Instructor in Spanish  
 Oscar Robles-Cereceres, Visiting Instructor in Spanish  
 Nestor E. Rodriguez, Visiting Instructor in Spanish  
 Beatriz C. Quintero, Part-time Instructor in Spanish  
 Amy Emery, Part-time Instructor in Spanish

### CONTRIBUTING FACULTY

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Marcelo Borges, Assistant Professor of History  
 J. Mark Ruhl, Glenn E. and Mary Line Todd Professor of Political Science

## SPANISH

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### MAJOR

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Eleven courses numbered 200 and above (including 241 or 261, 242, 243 and 410), at least ten of which must have been conducted in the Spanish language. No more than two language skill courses may be applied to the major. (i.e. 200 and 231, language tutorial in Málaga.) Only one course in English related to Hispanic themes can count towards the major. This course can be taken with a FLIC option. Before taking the Topics or the Seminar, the student should complete two courses in the 300 level.

**For Majors Intending Off-Campus Study and Transfer Students:** Regardless of the amount of transfer credit or off-campus study credit earned, a student majoring in Spanish must complete a minimum of five courses on campus. Of these five, at least two regular courses must be completed during the senior year. The student is responsible for scheduling course work or independent study which will cover those masterpieces of Spanish and Spanish-American literature which have been specified by the department. A complete list of these masterpieces and the courses which cover them may be obtained from the department.



## MINOR

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Six courses numbered 200 or above, including 241, 242, 243 and one course in the 300 level. Students normally will take two language skill courses in the 200 level towards the minor. Exceptions can be made by permission of the Chair.

## SUGGESTED FOUR YEAR PROGRAM

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First Year: 231, 240, 243

Second Year: 241, 242, 300-level

Third Year: Junior Year Abroad, or 200-level courses not taken in second year. 300-level courses may also be taken in the third year.

Fourth Year: 300 and 400-level courses, including 410

*NOTE:* The courses for the Spanish major should be carefully planned in consultation with the student's major adviser.

## TEACHER CERTIFICATION

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For information, see the Director of Teacher Education

## INDEPENDENT STUDY

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This is an opportunity to explore individually an area of special interest to the student within the discipline. It is normally arranged through individual contact between the student and the professor involved in the semester preceding the actual project, and approved by the Chairperson of the department.

## OPPORTUNITIES FOR OFF-CAMPUS STUDY

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Dickinson offers fall semester or full year programs at the University of Málaga, Spain. This program is intended to enhance and enrich the strong Spanish major the student has initiated on the Carlisle campus. Students wishing to study in Latin America may take advantage of Dickinson's program in Querétaro, Mexico. Information is available from faculty in the Spanish Department or the Office of International Education.

*NOTE:* Spanish majors going abroad should carefully plan their course schedule with the assistance of their faculty adviser.

## COURSES

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**\*101, 104. Elementary Spanish** An intensive study of the fundamentals of Spanish grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings.

**116. Intermediate Spanish** Review of Spanish syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

**231. Spanish Conversation and Composition** Careful attention to grammar and style as seen in short stories and articles and in compositions written on a periodical basis by the students. Advanced practice in the oral aspects of the language based on everyday situations. *Prerequisite: 116 or the equivalent.*

**240. Advanced Grammar** The course will review the more problematic grammatical structures which students have difficulty in understanding. The development of skills in reading, composition, and oral expression will be an important element of this course along with vocabulary enrichment. The purpose of the



course is to equip the student with the language level necessary for taking courses in Hispanic literatures and cultures. *Prerequisite: 116 or the equivalent.*

**241. Aspects of Spanish Civilization** In-depth study of several aspects of Spanish civilization. Attitudes, values, and mores as manifested in their history and their artistic achievements. Oral and written reports concerning some cultural aspects. *Prerequisite: 231 or the equivalent.*

**242. Aspects of Latin American Culture** A selective study of important Latin American cultural trends and values from the pre-Columbian period to the present. Emphasis on the Latin American versions of key Western-period terms such as Renaissance, baroque, the Enlightenment, romanticism, and avant-garde approaches and on locally generated movements such as Modernismo, Arielismo, Indigenismo, etc. Some literary selections and artistic works are selectively introduced in order to illustrate the cultural trends under study. *Prerequisite: 231 or the equivalent.*

**243. Introduction to Literary Criticism in Spanish** An introduction to text analysis, methods, and Spanish terminology of literary criticism. Peninsular and Spanish American texts from different periods are used as primary references. Students are encouraged to apply the concepts learned to concrete texts. *Prerequisite: 241 or 242 or the equivalent, or 231.*

**310. Studies in Medieval Texts** This course is designed to provide coverage of canonical and non-canonical texts of Spanish medieval literature from the Muslim conquest to the 15th century. Emphasis will be given to literary works (mostly in modernized versions) that represent Spain's pluralistic society of Christians, Muslims and Jews. *Prerequisite: 243 or the equivalent.*

**311. Studies in Pre-Columbian and Colonial Texts** This course will cover representative pre-colonial and colonial texts including "crónicas," "códices," indigenous "writing" systems, historical narratives, epic and baroque poetry and travel writing. The course will situation genres within broader western cultural manifestations and early national identity projects. *Prerequisite: 243 or the equivalent.*

**320. Studies in Spanish Golden Age Texts** This course will present the diversity of Spanish literature during its moment of greatest achievement. The evolution of various genres will be studied, and various works by writers such as Cervantes, Lope de Vega, Calderón, Góngora, Quevedo and others will be read. The purpose is to acquaint the student with works that have had a significant impact on Spanish culture and literature. *Prerequisite: 243 or the equivalent.*

**321. Studies in Late-Colonial and Nineteenth-Century Latin American Texts** This course will involve the study of the major essays, poems and novels produced during the period of Latin American independence. Emphasis will be on how these genres imagined national and hemispheric identity projects as well as the importance of creating a "culture" apart from its European other.

**330. Studies in Eighteenth- and Nineteenth-Century Spanish Texts** A study of the works of the main figures in Spain during the 18th century (Neoclassicism and Enlightenment) and 19th century (Romanticism, Realism, and Naturalism). Readings will include poetry, novels, essays, and plays; the focus will be on the evolution of the genres as well as the influence of the literature in changing the political, ethical and aesthetic parameters of Spanish society. *Prerequisite: 243 or the equivalent.*

**331. Studies on Latin American Modernismo and Vanguardias** This course will analyze major literary and cultural trends in Latin America from 1890 to 1940. Emphasis will be given to poets such as Rubén Darío, José Martí, Delmira Agustini and Luis Palés Matos; or to specific cultural phenomena such as the debates on "nation" and "race" in the post-1898 Hispanic Caribbean. Other possible topics include the relation between Avant-Garde movements and regional literary utopias such as Peruvian "indigenismo," or "poesía afroantillana" from Cuba and Puerto Rico. Special attention will be paid to the connection of poetry and politics in early twentieth-century Latin America. *Prerequisite: 243 or the equivalent.*

**340. Studies in Contemporary Spanish Texts** This course offers students highly focused approaches to contemporary Spanish literary texts. The course will usually be oriented towards the study of a particular period, but may also include a particular literary genre or theme as an organizing principle. A wide range



of authors will be included, with an emphasis on major figures who have received substantial critical scrutiny. Attention to both textual analysis and relevant cultural, social, and historical contexts will be emphasized. *Prerequisite: 243 or the equivalent.*

**341. Studies in Contemporary Spanish American Texts** This course will analyze major cultural and literary trends in Spanish America from the 1940s (following the *vanguardia*) until the present. While all genres will be studied in this course, emphasis will be given to the fiction written during the Boom and the Post-Boom periods. *Prerequisite: 243 or the equivalent.*

**350. Studies in Latino Texts** This course provides a literary and interdisciplinary examination of the Latina and Latino experience in the United States. Students will become familiarized with various theoretical perspectives on the artistic, social, political, and economic condition of Latinos as producers of American culture. Attention will be given to understanding the ties between literary and social transformation in the literature of Latinas and Latinos. *Prerequisite: 243 or the equivalent.*

**400. Topics in Hispanic and Luso-Brazilian Studies** Study of significant cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Peninsular and Latin American topics alternate on a yearly basis. Some topics offered in past years were: Latin America as a Colonial Province, Sephardic Culture and Civilization, History and Civilization of Mexico, and History and Civilization of Brazil. Specific topics to be announced before registration. *Prerequisite: permission of the instructor. One-half or full course. (Also listed as Portuguese 381.)*

**410. Seminar in Hispanic Literature** A thorough investigation of major figures or important literary trends in Hispanic literature which were not covered by the majors in previous courses. The majors will work on a semi-independent basis with a particular instructor and will present reports to the seminar and participate in subsequent discussions. Emphasis on methods of literary research. *Prerequisite: 243 and major or minor standing in Spanish.*

The following courses are offered in Málaga:

**200. Málaga Summer Immersion** A five-week course in contemporary Spanish language and culture offered at the University of Málaga, Málaga, Spain. Students will reside with Spanish families, speak only Spanish during this five-week period, and participate in intensive language and culture classes, special lectures, and field trips arranged by Dickinson in cooperation with the *Cursos para Extranjeros* of the University of Málaga. *Prerequisite: 116 or equivalent and permission of the department.*

**251. Language Tutorial** Oral practice and written compositions on a variety of topics including the students' first-hand encounters with key aspects of Spanish society. This course functions as an intensive language laboratory on location in the city. *Offered only at the Dickinson Study Center in Málaga.*

**261. Andalusian Society and Culture** Distinctive features of the Andalusian cultural tradition and value system against the backdrop of Iberian especially Castilian history and culture. Study of Andalucía's Roman, Judeo-Christian, and Arabic roots with emphasis on on-site analysis of local folklore. *Offered only at the Dickinson Study Center in Málaga. Offered in the fall semester.*

**271. Spanish and Hispanoarab Art** An overview of Spanish art followed by an emphasis on the Hispanoarab art of Andalucía. *Offered only at the Dickinson Study Center in Málaga. Offered in the fall semester.*

**371. Literary Analysis of Hispanic Texts** An in-depth study of texts analyzing poetry, prose, and theater of a specific period or genre; for example generation of 1927, using critical-methodology. *Offered only at the Dickinson Study Center in Málaga.*

**381. Topics in Hispanic Studies** Study of significant cultural, literary, and historical topics concerning the Spanish-speaking world. Peninsular and Latin American topics may be offered. Specific topics to be announced. *Offered only at the Dickinson Study Center in Málaga.*



## PORTUGUESE

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Neither a major nor a minor program is offered in Portuguese. Students may take significant course work on the language, culture, and literature of the Luso-Brazilian world through regular courses, tutorial and independent studies. Any student who has studied Portuguese should contact the department for appropriate placement.

### COURSES

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\*101, 104. **Elementary Portuguese** An intensive study of the fundamentals of Portuguese grammar, with special attention given to pronunciation and oral expression. Composition and literary and cultural readings.

116. **Intermediate Portuguese** Review of Portuguese syntax. Introduction to conversation and composition through selected cultural and literary readings. *Prerequisite: 104 or the equivalent.*

231. **Portuguese Conversation and Composition** Advanced practice in oral and written Portuguese. In-class work focuses primarily on oral practice through presentations and class-wide discussions of these presentations, of current events, readings and films, as well as small group practice emphasizing everyday situations. Out-of-class work focuses on writing and revision of compositions with emphasis on both grammar and style. *Prerequisite: 116 or the equivalent.*

381. **Topics in Hispanic and Luso-Brazilian Studies** Study of significant cultural, literary, and historical topics concerning the Spanish and/or Portuguese speaking world. Peninsular and Latin American topics alternate on a yearly basis. Some topics offered in past years were: Latin America as a Colonial Province, Sephardic Culture and Civilization, History and Civilization of Mexico, and History and Civilization of Brazil. Specific topics to be announced before registration. *Prerequisite: permission of the instructor. One-half or full course. (Also listed as Spanish 400.)*

In addition to the above offerings, Portuguese is offered on a tutorial basis.

## THEATRE & DANCE

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### FACULTY

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Todd Wronski, Professor of Theatre, Chair

Amy Ginsburg, Associate Professor of Dance (on leave 2002-03)

Karen E. Lordi, Associate Professor of Theatre (on leave 2002-03)

Stephanie Thibeault, Visiting Assistant Professor of Dance

Tracy Anderson, Visiting Instructor in Theatre

Jim Lartin-Drake, Designer and Technical Director

Marcia Dale Weary, Artistic Director of the Central Pennsylvania Youth Ballet

Sherry Harper-McCombs, Resident Designer

### MAJOR: THEATRE ARTS

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All majors take a six course "core" requirement, which includes: 101, 203, 205, 206, 208 and one course in dance technique: 200. A student may choose from three options to complete the major. For Acting/Directing Emphasis: 303, 305, 313 and two approved courses in dramatic literature, one of which must be substantially pre-1800 in its content. For Dance Emphasis: 102, 104, 204 and two course credits in dance technique. For Literature Emphasis: 313 and four approved courses in dramatic literature, at least



one of which must have a pre-1800 focus. Students majoring in the department are expected to participate in co-curricular programs.

## MINOR

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Six courses, including 206 or 208, a course in dance technique and two from the following courses: 101, 102, 104, 313. Also one approved course in dramatic literature and one approved course in studio performance.

## CO-CURRICULAR PROGRAMS

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### THE MERMAID PLAYERS

Student co-curricular organization in theatre which produces three major productions annually in collaboration with the Department of Theatre and Dance. Membership and voting privileges are open to all students who meet established membership criteria. Auditions for productions are open to all students.

### DANCE THEATRE GROUP

Student co-curricular organization in dance which produces fall and spring concerts of choreography created by students, faculty and guest artists in collaboration with the Department of Theatre & Dance. Membership is open to all students who meet established criteria. Auditions for dance concerts are open to all students.

### THE FRESHMAN PLAYS

A program of one-act plays presented each fall by student directors with freshman students in the casts.

### LAB SHOWS

A laboratory program sponsored by the Mermaid Players to encourage and provide for a series of experimental productions.

## COURSES

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**101. Introduction to Theatre** A course designed to encourage an understanding and appreciation of theatre as an art form. Aesthetic foundations of theatre are explored, as well as the role of various theatre practitioners in the creation of today's theatre. The course surveys the evolution of theatre through major time periods, exposing students in the process to various types of dramatic literature and theatrical practice.

**102. Dance and Culture** Designed for students with little or no previous knowledge about dance, this course examines both theatrical and non-theatrical forms of dance in historical and cultural contexts. Through readings, discussion, lectures, studio experiences, and viewing live and videotaped performances, the course focuses on the conceptual components of dance while tracing the development of concert dance and exploring various styles and purposes of dance in society.

**104. Dance History** An in-depth historical exploration of ballet, modern dance, and theatrical dancing in Europe and America. The course examines the cultural forces affecting the development of these forms, their origins in Greece and Roman spectacle, and the contributions of the major figures (choreographers, teachers, etc.) in the field.

**108, 109. Introduction to Ballet** Instruction in classical ballet technique along with a study of ballet as a performing art. *Each carries .5 academic credit and 1 PE block.*

**111, 112; 211, 212; 311, 312; 411, 412. Ballet Instruction I, II, III, IV** Open to students with previous



experience in ballet who wish to continue ballet instruction at one of four levels: I. the basic level; II. the intermediate level, open to students who demonstrate a basic technique; III. the advanced level, open to students who demonstrate substantial technical skill; IV. the performance level, open to students competent to perform ballet. One-half or one course may be taken each semester. Placement by audition at the Central Pennsylvania Youth Ballet, where all classes are held. Each course may be repeated for credit with permission of the instructor. These courses do not fulfill distribution requirements. *Students may take these courses for .5 academic credit and 1 PE block (this is designated with -01) or for 1 full academic credit and 1 PE block (this is designated with -02).*

121, 122; 221, 222; 321, 322. **Modern Dance I, II, and III** Studio courses in modern dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will explore the principles of modern dance, emphasizing body awareness and the expressive use of weight, space, and time. Materials will be selected from a variety of contemporary dance techniques to promote performance of a range of movement dynamics, as well as musicality, strength, flexibility, and improved body alignment. *Each course may be repeated for credit with permission of the instructor. Each carries .5 academic credit and 1 PE block.*

123, 124; 223, 224; 323, 324. **Jazz Dance I, II, and III** Studio courses in jazz dance offered at three levels: I. the basic level, which assumes no previous dance experience; II. the intermediate level, open to students who demonstrate basic accomplishment in dance technique; III. the advanced level, open to students who demonstrate substantial technical skill. All courses will focus on the movement vocabulary and dynamics of jazz dance. Elements of rhythm, body isolations, and various styles of jazz technique will be emphasized. *Each course may be repeated for credit with permission of the instructor. All are one-half courses.*

125. **International Dance** This course will introduce the movement vocabulary and performance techniques of dance form(s) from different cultures. In this studio-based course, students will develop their skills as performers of specific styles/forms of dance from around the world. The historical and cultural significance of the dance form(s) will also be addressed. *Carries .5 academic credit and 1 PE block.*

200. **Fundamentals of Dance** An introduction to the predominant western theatrical dance forms of ballet, modern, and jazz dance, this course emphasizes development and practice of the movement skills and basic dance vocabulary that characterize these dance forms. This studio based course explores aesthetic frameworks through direct, personal engagement in both doing dance and viewing dance. Selected readings, viewing of live and videotaped performances, and occasional lectures concerning the historical and cultural contexts in which these forms have developed, will augment the studio work. *Carries 1 academic credit and 1 PE block.*

203. **Acting** An introduction to the principles and theories of acting combined with practical exercises and scene performance.

204. **Fundamentals of Choreography** Direct studio experience with the tools of generating and shaping movement to create dances improvisation and the fundamentals of composition will be augmented by analysis of dances seen on videotape and in live performance. The course explores the use of space, time, and energy in the creation and manipulation of movement material for artistic expression, and examines the aesthetic dimensions of the art of dance. *Prerequisite: permission of the instructor; one studio course in dance is recommended.*

205. **Directing** A study of the major techniques employed by stage directors. Visual theory, text analysis, collaborative techniques, and organizational strategies are examined and applied in class exercises including the direction of scenes. *Prerequisite: 203.*

206. **Topics in Design for the Theatre** A studio course exploring the elements and principles of design and their application to areas selected from costume, lighting, scenic, and sound design for the theatre. Projects will focus on script analysis and research as a means of developing conceptual visions based on a text. Basic skills in drawing, painting, drafting, and model making will be developed as visual communi-



cation tools. *Offered fall semester only.*

**208. Topics in Technology for the Theatre** A course of study in the theoretical basis and practical applications of the major technologies that support contemporary theatrical and dance productions. Projects focus on design analysis in terms of physical production. In class, students explore the properties of theatrical tools, methods, and materials. The laboratory experience places this knowledge in the practical context of actual theatre and dance production. Topics will be selected from the following: costume shop operations, scenery and stage properties construction, stage lighting, and sound production technology. *Offered spring semester only.*

**220. Dance Repertory** A laboratory experience in the creation and performance of dance for the concert stage. Under the guidance of faculty or guest professional choreographers, students will explore the interpretive processes by which dances are created. *NOTE: This course carries .5 credit (graded credit/no credit) and 1 PE block. Prerequisite: permission of the instructor based on an open audition process. Co-requisite: 200, or a dance technique course and/or participation in weekly Dance Theatre Group company class.*

**302. Special Topics in Theatre and Dance** An examination of selected aspects of theatrical experiment, theory, and practice. Topics chosen at the discretion of the instructor and in consultation with students, e.g., advanced study in various aspects of production, design, performance, and staging as well as special topics in dramatic literature, history, and theory.

**303. Advanced Acting** An in-depth examination of the process of acting. Technical, interpretive, and psychological aspects are explored through reading, exercises, and scene performances. Major theories of acting are presented and discussed in the context of developing a workable, individualized approach to acting. *Prerequisite: 202, 203.*

**304. Applied Choreography** This course will focus on the principles of choreography as they may be applied to the development of original dance works for inclusion in the fully produced, mainstage Dance Theatre Group Spring Concert. Through weekly workshop/discussion sessions, readings, and rehearsals, selected elements of dance composition as well as issues of aesthetic perception and articulation are explored. The processes involved in generating movement material, running constructive and creative rehearsals, and working with lighting and costume designers, are our primary concerns. The course work will include an audition showings, production of the dances, and the final performance. *One-half course. Prerequisite: Permission of the instructor; 200, 204, 220 are recommended*

**305. Advanced Directing** An inquiry into the process of translating a play from the printed text to the live stage. Detailed analytical techniques and major directorial theories are examined through readings, class discussion, and written assignments. Each student directs a one-act production under advisement of the instructor. *Prerequisite: 205 and 206 or 208.*

**313. Theatre History Seminar** An intensive investigation of theatre in its various historical contexts within a seminar structure. Selected eras of Western Theatre are examined in depth, as are various non-western theatrical traditions. *Prerequisites: 101 or permission of instructor.*

**314 Topics in Dance** Advanced study in dance history or dance ethnology. *Prerequisite: 102, 104.*

**495. Senior Project** A culminating experience for students completing the Theatre major with emphasis in Dramatic Literature, Acting/Directing, or Dance. The specific nature of projects will be determined on an individual basis, but all senior projects will consist of at least two of the following: a) scholarship, b) technical/production work, and c) performance. *Prerequisite: Senior major status.*

The following course is offered in summer semester in England program:

**110. Theatre in England** A topics course in the history and performance of drama which uses performances in and expertise of the theatrical world in London as resources for its study. *Taught only in the Summer Semester in England program.*



# THEATRICAL DESIGN

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Inter-arts major in coordination with the Department of Art & Art History and the Department of Theatre & Dance.

Theatrical design is an interdisciplinary major from which a student may develop the visual and analytical skills and tools required for the effective expression and communication of theatrical design concepts. Topics concerning the dramatic manipulation of color and texture, light, form, sound, and three dimensional spatial organization are studied from the perspective of both theatre and art & art history.

## FACULTY

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Members of the Department of Art & Art History and the Department of Theatre & Dance.

## PRINCIPAL ADVISERS:

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Ward Davenny, Associate Professor of Art

Jim Lartin-Drake, Designer and Technical Director

## MAJOR

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14 courses

**From Art & Art History:**

102, 122, 123, 222, 227, 230, 314

**From Theatre & Dance:**

205 or 200, 206 (two courses), 208 (two courses), 313, and one approved course in dramatic literature.

For course descriptions, see Art & Art History and Theatre & Dance.



# WOMEN'S STUDIES

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## FACULTY

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**Gisela Roethke**, Associate Professor of German and Women's Studies, Chair  
**Amy E Farrell**, Associate Professor of American Studies and Women's Studies (on leave 2002-03)  
**Heather Merrill**, Assistant Professor of Geography and Women's Studies  
**Julie A. Winterich**, Assistant Professor of Women's Studies

## CONTRIBUTING FACULTY

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**Chuck Barone**, Professor of Economics  
**William Bellinger**, Associate Professor of Economics  
**Linda Chalk**, Assistant Director of Counseling Services  
**Mara Donaldson**, Professor of Religion (on leave 2002-03)  
**Susan M. Feldman**, Professor of Philosophy (on leave Spring 2003)  
**Amy Ginsburg**, Associate Professor of Dance (on leave 2002-03)  
**Ann M. Hill**, Associate Professor of Anthropology  
**Carol Ann Johnston**, Associate Professor of English, Martha Porter Sellers Chair in Rhetoric and the English Language (on leave 2002-03)  
**Stephanie Larson**, Associate Professor of Political Science  
**Andrea Lieber**, Assistant Professor of Religion  
**Lisa Lieberman**, Associate Professor of History (on leave 2001-03)  
**Nancy C. Mellerski**, Professor of French  
**K. Wendy Moffat**, Associate Professor of English  
**Robert D. Ness**, Associate Professor of English  
**Sharon O'Brien**, James Hope Caldwell Professor Of American Cultures and Professor of English and American Studies  
**Kim Lacy Rogers**, Professor of History  
**Susan D. Rose**, Professor of Sociology  
**Daniel Schubert**, Assistant Professor of Sociology  
**Tyra L. Seldon**, Assistant Professor of English and American Studies  
**Jennifer Spear**, Assistant Professor of History  
**Sharon Stockton**, Associate Professor of English (on leave Fall 2002)  
**Regina M. Sweeney**, Visiting Assistant Professor of History  
**Rae Yang**, Associate Professor of East Asian Studies (on leave 2002-03)

## MAJOR

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Interested students should consult the Coordinator of Women's Studies as quickly as possible to ensure the development of a coherent program of study.

All Women's Studies majors will take nine courses and one faculty-sponsored internship. The following are the required core courses: "Introduction to Women's Studies" (WOMST 200); "Methods in Women's Studies" (WOMST 250) OR an approved course in another department; "Topics in Women's Studies" (WOMST 300); "Senior Seminar in Women's Studies" (WOMST 400). Students must also take one course focusing on Feminist Perspectives: "History of American Feminism" (WOMST 200) OR "Philosophy of Feminism" (WOMST 210) OR "European Feminism" (WOMST 230). Students also need to take one course on the Cross Cultural Study of Women: "Cross Cultural Perspective on Gender" (WOMST 217) OR "Biosocial Aspects of Female Sexuality" (WOMST 218) OR "Political Economy of the Family" (SOCIO 224). Students must also take three electives.



In addition, all majors will participate in a faculty-sponsored internship related to the student's interest in Women's Studies. The academic adviser for the internship will be one of the contributing Women's Studies faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience.

Students must also develop, in consultation with the Women's Studies Adviser, a three course thematic, drawing from the above courses, focusing on some particular area of women's studies. Areas of concentration might include: Sexuality and Gender; Cross Cultural Study of Gender; Global Feminism; Diversity and Feminism; Feminist Perspectives on Literature; Race, Ethnicity and Women; Class Issues and Gender.

### MINOR

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Students wishing to pursue a minor in Women's Studies should contact the Coordinator of Women's Studies.

All Women's Studies minor students will take five courses and a faculty-sponsored internship. The courses include "Introduction to Women's Studies" (WOMST 200); one course focusing on feminist perspectives ("History of American Feminism" - WOMST 220 OR "Philosophy of Feminism" - WOMST 210 OR "European Feminism" - WOMST 230); one course on the cross-cultural study of women ("Cross-Cultural Perspectives on Gender" - WOMST 217 OR "Biosocial Aspects of Female Sexuality" - WOMST 218 OR "Political Economy of the Family" - SOCIO 224); and two electives. In addition, all majors will participate in a faculty-sponsored internship related to the student's interest in Women's Studies. The academic adviser for the internship will be one of the contributing Women's Studies faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience.

### SUGGESTED FOUR YEAR PROGRAM

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First and Second Years: Women's Studies 200; Women's Studies 250; a course on feminism; a course on cross-cultural study of feminism; one or two electives

Third Year: Women's Studies 300; one or two electives; possible internship; possible study abroad

Fourth Year: Women's Studies 400; internship and/or elective as needed

### INTERNSHIPS

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All majors will participate in a faculty-sponsored internship related to the student's interest in Women's Studies. The academic adviser for the internship will be one of the contributing Women's Studies faculty or contributing faculty; the academic component will apply some aspect of the history and theory of women's studies to the work experience.

### COURSES

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**101. Topics in Women's Studies** This course will focus on specific topics within women's studies in the humanities, such as women and literature; women and the arts; women's voices across culture. *This course will fulfill either a Division I.a. or a Division I.b. distribution requirement, depending upon topic.*

**102. Topics in Women's Studies** This course will focus on specific topics within women's studies in the social sciences, such as girlhood and adolescence, women and popular culture; coming of age from cross-cultural perspectives; women and diversity; women and work. *This course will fulfill the Division II distribution requirement.*

**200. Introduction to Women's Studies** This is an interdisciplinary course, integrating literature, economics, sociology, psychology, and history. The focus will be primarily on the representation and experience of women in American society in the 19th and 20th centuries, with attention to issues like gender roles, the family, work, sexuality, race, class, and feminism. *This course will fulfill the Division II distribution require-*



*ment. Prerequisite: one semester of college study, with preference given to sophomores.*

**201. Topics in Women's Studies** This course will focus on specific topics within women's studies in the humanities, such as women and literature, women and the arts, women's voices across culture.

**202. Topics in Women's Studies** This course will focus on specific topics within women's studies in the social sciences, such as girlhood and adolescence; food, gender, and dieting; women and popular culture; women and diversity; women and work.

**210. Philosophy of Feminism** *See course description with Philosophy 210 listing.*

**217. Cross-Cultural Perspectives on Gender** *See course description with Anthropology 217 listing. Offered every other year.*

**218. Bio-Social Aspects of Female Sexuality** *See course description with Anthropology 218 listing. Offered every other year.*

**219. Geography of Gender** *See course description with Anthropology 219 listing. Offered every two years.*

**220. History of American Feminism** This course will emphasize such topics as the 19th century women's movement, the suffrage movement, radical and liberal feminism, and African-American feminism. We will pay particular attention to the diversity of women's experiences in the United States and to women's multiple and often conflicting responses to patriarchy and other forms of oppression. *Prerequisite: One course in Women's Studies or history or permission of the instructor.*

**230. European Feminism** Studies in the history of European feminist movements, their political and cultural expressions, and how they interconnect with other contemporary social and cultural movements in Europe and the U.S.A. *Prerequisite: Women's Studies 200 or permission of the instructor.*

**250. Methods in Women's Studies** This course will provide an intensive workshop introducing students to a range of methods and theories drawn from different disciplines for the study of gender and women's lives. Students will return to these methods and theories in greater depth in 400. *Prerequisite (or corequisite): 200.*

**300. Topics in Women's Studies** This course will focus on specialized topics within Women's Studies, such as women and creativity; women and film; health issues for women; global feminism; and feminist theories. *Prerequisite: Women's Studies 200 or permission of instructor.*

**400. Senior Seminar in Women's Studies** All topics will draw upon the knowledge of the history and theories of feminism and will be interdisciplinary in nature. *Prerequisite: Permission of the instructor.*



## SPECIAL APPROACHES TO STUDY

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- Tutorial Study
- Independent Study and Research
- Candidacy for Honors in the Major
- Integrated Independent Study/Research
- Foreign Language Integration Option
- Special Majors

Independent research and study, internships, special majors, and tutorial study encourage Dickinson students to pursue individual academic interests and allow students with the requisite ability and motivation to undertake more self-directed programs of study under faculty guidance.

### TUTORIAL STUDY, INDEPENDENT STUDY AND RESEARCH

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The following options describe programs of tutorial study, independent study, and research possible in any academic area in which faculty have training and in which the student has the approval of the appropriate department or coordinating faculty committee. These general guidelines may vary among individual programs.

**Tutorial Study** Tutorial study is occasionally approved for students who, by agreement with the instructor, need to take a course listed in the bulletin on a one-to-one or limited enrollment basis. Such a need might be justified in the case of a course which is offered only on an alternate year basis or at some other frequency which would not allow for the completion of the student's program. Approved tutorial studies are registered for during the normal add/drop period in the Registrar's Office.

**Independent Study and Research for Freshmen** Freshmen who, on the basis of advanced placement, have qualified for credit in an introductory course (except foreign language courses below 230 and such other courses as may be designated by the departments) and desire to work more extensively at the survey or principles level of a discipline may enroll for a tutorially-directed course or half-course in independent study within the same body of knowledge.

A freshman who wishes to take a second independent study, or a course of independent study or research on terms available to sophomores, juniors, and seniors, must petition the Committee on Academic Standards, with supporting statements from the academic adviser and proposed supervisory instructor.

**Independent Study for Sophomores, Juniors, and Seniors** Independent studies allow a student to pursue an academic interest outside the listed course offerings. The study may include experimental work and reading and may culminate in several short papers, a single paper, or any other project acceptable to the supervising faculty member and the student. The work may be supervised by one instructor or several instructors from one department or several departments. Such interdepartmental studies must be approved beforehand by the Committee on Academic Standards. Sophomores may undertake one study or one independent research course and may, with the support of the student's academic adviser, petition the Committee on Academic Standards for permission to take two independent studies or independent research courses in one semester. Juniors and seniors may undertake two such courses without special approval and may petition the Committee on Academic Standards for additional independent study or research courses. In addition, the student must have a cumulative average of 2.00 or the permission of the Committee on Academic Standards.

**Independent Research for Sophomores, Juniors and Seniors** Independent research allows a student to pursue an academic interest beyond the listed course offerings. The project should be designed as original research and practice in presenting the results of an investigation. This pursuit must culminate in the student's own contribution to a discipline, whether in the form of fully-supported conclusions or in the form of a creative effort. Students may initiate a research project independently or in consultation with super-



vising faculty from one or several departments. The final project must be presented to the advising faculty no later than two weeks prior to the end of the evaluation period. The program may be elected for a maximum credit of four full courses. Programs of independent research involving more than two such courses per semester must be approved by the Committee on Academic Standards.

**Candidacy for Honors in the Major** Students participating in the independent research program described above shall be eligible to be voted honors in the major on the completion of the program. In assessing each candidate, the departments may conduct comprehensive examinations or may invite outside examiners. If, in the judgment of the department, a candidate meets the standards for graduation with honors, the project shall be so designated.

**Honors in the Major** Honors in the major are conferred at graduation upon students who meet the departmental standards for graduation with honors. Honors are achieved through independent research and study in the department.

**Integrated Independent Study and/or Independent Research for Juniors and Seniors** This provision allows a student, with the guidance of his or her major department and any supporting departments, to plan an entire program either for the last two years of study or for the senior year. The program, which must be approved by the Committee on Academic Standards, may combine independent study, independent research, and course participation. Work under the program normally proceeds without grade, but, upon the student's completing the plan, the supervising department will prepare a precise description of the work accomplished and an evaluation of its quality which will become part of the student's permanent record.

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## FOREIGN LANGUAGE INTEGRATION OPTION

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A number of courses are designated each semester as carrying the foreign language integration option. These are courses in which students who wish to try their language skills in courses outside the language departments can choose to do some work in the designated foreign language. The amount and type of language work involved (readings from articles, newspapers or books and/or some paper writing) is determined by the professor in conjunction with the student. Foreign language work is tailored to meet the needs and language level of the individual student. Typically, work in a foreign language is substituted for English language materials, so as not to constitute an added responsibility. Successful completion of the foreign language integration option is noted on a student's transcript, thus certifying the student has had extra training in the language. This option is entirely voluntary. Students who register for courses with this option are not required to do work in a foreign language and may take the courses on the regular basis. Evaluation of the foreign language integration work does not affect the student's grade in the course.

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## SPECIAL MAJORS

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**Tutorial Departmental Major** Some departments may approve superior students as tutorial majors. Such a program differs from independent studies and research in several ways. For one, the student is guided in a program in the component areas of an entire discipline for approximately two years. That program's balance is ensured by prior departmental approval. Secondly, the student is free to take regular courses in the student's major discipline with the approval of the tutor. Normally, the student will receive a letter grade for a 600 series course, but the Pass/Fail option is also available under the same restrictions as in standard courses.

The student meets on a regular basis with a tutor to discuss essays and readings dealing with particular problems posed by the tutor. Finally, the student sits for a comprehensive examination, both written and oral, administered by a committee composed of the department and one person outside the department. Normally, at least one-quarter of the student's final semester is given over to preparation for these examinations. One reexamination may be permitted within the calendar year. Students will be graded on the examination as having passed, failed, or passed with honors in the major. Approved students may register for up to four courses per semester under the tutorial rubric.



**The Self-Developed Interdisciplinary Major** The Dickinson College faculty represents in its members a diverse set of interests and perspectives that provides a considerable resource for those students who would like to develop a major around concerns that do not fall into traditional disciplinary areas. The option of a self-developed major is available to students who desire a somewhat different field of concentration which, although a recognized field of learning and relevant to the liberal arts, is not substantially addressed by any one department. Recent self-developed majors have included sustainable resource management, medieval studies, Latin American cultural and literary studies, and black studies.

Because of the special significance of ethnic studies and minority studies to students and faculty alike, students are encouraged to consider these areas for the development of self-developed majors (e.g., Afro-American studies, Hispanic studies). The knowledge gained from being educated about and in the midst of the diversity of ethnic and minority groups in the world can only broaden the perspective of all those involved in the process.

A student contemplating a self-developed major should prepare a proposal which includes those courses relevant to the topic and seek the written endorsement of four faculty members for the proposed major which consists of ten or more courses. The supporting faculty secure the advice of chairmen of those departments in which the student contemplates course work for concentration.

The student must present this validated proposal to the Committee on Academic Standards for approval. The student in this program works closely with an appointed adviser. Changes desired in this program are submitted with the approval of the adviser in written form to the subcommittee for final approval. Under ordinary circumstances, a student accepted in a self-developed major may not apply any of the approved courses toward the completion of a departmental major or minor.

Upon the completion of every semester, each student involved in the self-developed major submits to the subcommittee (with a copy to the adviser) an evaluation statement of progress and commitment to the major as a whole, experience in individual courses, and work with the adviser. The adviser submits to the subcommittee, and to the student, an evaluation describing the student's progress, achievement, and commitment.

At the conclusion of the student's work, the transcript describes the major as follows: Self-Developed Major: (Title).

## GLOBAL EDUCATION

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### STUDY ABROAD

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In an era characterized by increasing worldwide interdependence, the College recognizes its responsibility to maximize global perspectives in its educational programs so that students may gain the international understanding necessary to be informed citizens and world leaders. On-campus, many courses have an international focus. In addition, global perspectives and intercultural sensitivities are stressed in the comparative civilizations program, the program in foreign languages with its required level of proficiency and emphases on literature and culture, double majors that combine language skills with study in other disciplines, and interdisciplinary area study programs in Western Europe, East Asia, Latin America, and Russia.

The College also encourages its students to investigate the appropriateness of study abroad to their educational objectives. When carefully planned in advance and integrated with a student's on-campus academic program, study abroad can be an integral part of the liberal arts experience, providing cultural enrichment, personal development, and intellectual challenge. Dickinson boasts an exceptionally high study-abroad participation rate, the highest in Pennsylvania. Well over half of its students study abroad, over a third for a full academic year.



The Office of Global Education oversees the College's study-abroad programs. Approval for participation in Dickinson, Dickinson-Partner, and Dickinson-Approved study programs is granted only after careful screening and selection processes. Successful applicants must demonstrate strong academic preparation, one common measure of which is a GPA at or above the college average, and the ability to articulate clearly-formulated goals for their chosen program of study off campus. Student disciplinary records are also considered when evaluating suitability for study abroad.

The College sponsors thirteen high-quality overseas programs for study during an academic year or a semester, as well as a number of summer programs. These Dickinson programs maintain the College's academic standards while integrating study abroad with many of the major programs in the humanities, social sciences, and natural and mathematical sciences. A limited number of additional study-abroad possibilities is available for highly qualified students through programs with which the College is affiliated. To learn more about all these offerings, consult the College's Global Education catalog describing each Dickinson program, available in the Office of Global Education located in the Marc and Eva Stern Center for Global Education. Financial aid for eligible Dickinson students is available for Dickinson programs and some Dickinson-Partner programs.

Dickinson College is the host site of *Frontiers*, an academic journal that focuses on substantive issues in the field of international education. Recent special volumes of *Frontiers* have focused on science education abroad, language acquisition in the study-abroad context, and the relationship of area studies to study abroad. *Frontiers* currently is sponsored by thirteen institutions, including Binghamton University, Bucknell University, Butler University, Dickinson College, Macalester College, Middlebury College, Missouri Southern State College, Pomona College, Rutgers University, School for International Training, Tufts University, University of Southern California and Villanova University.

## DICKINSON ACADEMIC-YEAR AND SEMESTER PROGRAMS

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**The Dickinson Program in Beijing, China** located at Peking University of China in Beijing, provides an academic year or a fall semester of intensive study of Chinese language (Mandarin) at all levels. Chinese culture is explored through individualized independent study on topics of interest in contemporary China, as well as through optional courses such as calligraphy and Chinese painting. Limited opportunities for internships are available. Students live in an international students' dormitory on campus in northwest Beijing near other universities, markets, and well-known historic sites. Two years of college Mandarin is required for admission.

**The K. Robert Nilsson Center for European Studies in Bologna, Italy** offers a full year program of courses in European history and politics, international studies, history of European political and social thought, international economics, Italian art, and Italian language. A unique offering is the Bologna Practicum. (See Interdisciplinary Studies in the Courses of Study section.) Courses are taught in English by the Dickinson director, by faculty from Italian universities and by the faculty from the Johns Hopkins School of Advanced International Studies. Qualified students may follow courses at the University of Bologna, which was founded in 1155 and is the oldest university in the world. No particular major is a prerequisite. All participants will be required to take a month-long, intensive Italian language course prior to the beginning of the fall semester.

**The Dickinson Program in Bremen, Germany** open to students from all areas of the liberal arts who have a good mastery of the German language, is an academic year or spring semester program at the University of Bremen in Germany. Students enroll in one required Dickinson course, Comparative Cultures: U.S.A.-Germany, taught by the resident director and take the rest of their courses at the University of Bremen. All course work is conducted in German. Limited opportunities for internships are available. Participants are fully integrated into university life at Bremen and have use of all university facilities.

**The Dickinson Program in Málaga, Spain** attracts students interested in all areas of the liberal arts who have a good mastery of Spanish, normally indicated by the completion of a course in Spanish conversation



and composition. Spanish 243, Introduction to Literary Criticism in Spanish, is also a prerequisite. The curriculum includes courses taught by the Dickinson director, courses organized and taught by faculty from the University of Málaga especially for the Dickinson program (see specific course offerings listed under the Spanish department), and regular courses at the Facultad del Filosofía y Letras of the University of Málaga. All course work is in Spanish. Students live and take all meals in local Spanish residences. Students may apply for either year-long or fall-semester study in Málaga.

**The Dickinson Program in Moscow, Russia** is based at Language Link, a language education center in the middle of Moscow. Dickinson students from all academic majors who have strong preparation in Russian concentrate on courses in advanced Russian language and culture for an academic year or semester. They have access to facilities of the Russian State University for the Humanities in Moscow. Housing is with Russian families located throughout Moscow. Opportunities for travel, including field trips and excursions to cultural, historic and educational sites in and outside of Moscow, are an important aspect of the program.

**The Dickinson Program in Nagoya, Japan** is offered in cooperation with the Center for Japanese Studies at Nanzan University in Nagoya, Japan. Participants enroll for a semester or the full year in the Center's Japanese language courses and in courses on Japanese culture and civilization taught in English in a variety of disciplines, including history, literature, economics, political science, international studies, and art. Participants are normally housed with Japanese families.

**The Dickinson Humanities Program in Norwich, England** in cooperation with the University of East Anglia, offers a full academic year abroad from late August to late June for students desiring to pursue disciplinary and interdisciplinary studies in the humanities and the social sciences. Using the exceptional resources of the cities of London and Norwich, the program begins in London with an intensive one-month seminar in the humanities taught by the Dickinson director. Moving to Norwich in late September, students continue their special study of the humanities through a second seminar-style course and take the remainder of their course work at the University of East Anglia where they enroll in a wide variety of courses in areas such as literature, drama, history of art, history, music, archaeology, philosophy, American studies, economics, and politics. In Norwich, students live in university residence halls in order to integrate themselves fully into British university life.

**The Dickinson Science Program in Norwich, England** encourages qualified Dickinson science students in biology, chemistry, environmental science, geology, mathematics, and computer science to spend the academic year or spring semester at one of the University of East Anglia's well-known Science Schools. Participants gain invaluable academic experience and insight from high-quality teaching utilizing the latest technology and scientific equipment in well-equipped laboratories. Cross-registration in non-science courses is also possible. Students live in single rooms in residential accommodations on the main campus and are fully integrated into the social and intellectual life of the university. Internships are possible during the year-long program.

**The Dickinson Program in Querétaro, Mexico** is a spring semester option available to students from all areas of the liberal arts who have completed at least two Spanish courses beyond the intermediate level (including Spanish 242, Aspects of Latin American Culture). Students enroll in one required Dickinson course, Latin American Studies 202, taught by the selected faculty of the Universidad Autonoma de Querétaro, and take classes in a variety of disciplines (such as literature, sociology, biology, anthropology, and business) at the Universidad Autonoma de Querétaro. In addition, there are opportunities for field experiences with local industries. All course work is conducted in Spanish. Participants are fully integrated into Mexican university life and have use of all university facilities. Students live and take their meals with local families. Opportunities for travel, including official excursions to important neighboring cities and archaeological sites, are an important aspect of the program.

**The Dickinson Program in Seoul, Korea** offers students interested in a Pacific Rim experience a semester or year of study at Yonsei University. Participants without a strong command of Korean language enroll in the Division of International Education, which offers a wide variety of courses in East Asian Studies and



International Relations and Business, taught in English. Students qualified in Korean may take courses offered by other divisions of the University. Yonsei University, the oldest university in Korea, has a large, quiet campus in the middle of Seoul, only twenty minutes from the centers of government, business, and culture. Students are normally housed in the International Dormitory.

**The Dickinson Program in Madurai, India** is also known as SITA, the South India Term Abroad. This program is based in an ancient and colorful Hindu temple city in the south Indian state of Tamil Nadu. Students live with Indian families and take classes (in English, except for a course in the Tamil language) with Indian faculty in subjects such as Indian history, art, literature, religion, and language. In addition, they complete an independent study designed with and under supervised by the faculty director of the program. Field trips are arranged to neighboring villages, temples, and cultural performances, as well as to other areas of south India. The program is offered in the fall semester.

**The Dickinson Study Center in Toulouse, France** draws students from all areas of the liberal arts who have a good mastery of the French language and have completed French 233 (Introduction to French Literature), or its equivalent. The program offers integrated study in French language, literature and society, intercultural communication, and art. (See specific course offerings listed under the French department offerings.) In addition, students may enroll directly in courses offered at the University of Toulouse in subjects in the humanities, social sciences, and mathematics. Internships in both the public and private sectors in the Toulouse area also are available. All course work is conducted in French. Participants are housed with French families in the Toulouse area. Students apply for the academic year or for the semester.

**The Dickinson Program in Yaoundé, Cameroon** gives Dickinson students the opportunity to spend the spring semester studying at the University of Yaoundé, choosing from a wide variety of courses in African culture and history, as well as traditional offerings across several academic disciplines, taught in English. Individualized tutorials supplement classroom lectures. Students with sufficient command of French may also take Francophone course work. Students live in apartments leased by the program; however, home-stay options are currently being development. Yaoundé, the capital of Cameroon, provides unlimited opportunities for cultural integration.

## DICKINSON SUMMER PROGRAMS

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Dickinson Language Immersion Programs were initiated in 1984 with support from the National Endowment for the Humanities. Programs are offered at the following locations: Bologna, Italy; Bremen, Germany; Málaga, Spain; Moscow, Russia; Toulouse, France; and Francophone Cameroon. Directed by faculty members from the College's modern language departments, each program is designed to encourage students who have completed the intermediate level to refine their language fluency by spending a month in a country in which the language is spoken. In addition to increasing oral proficiency through sustained use of the foreign language in and out of the classroom, students receive a first-hand introduction to the culture through formal instruction and day-to-day experience.

**The China Practicum in Beijing, China** is an intensive summer course in China for English speakers that integrates classroom study with field trips and real-world experiences. The program provides an introduction to Chinese history and culture, as well as China's recent economic reforms and social changes.

**Classics Immersion Programs** offer students of Latin and Greek, and other students especially interested in classical antiquity, the opportunity to choose from two immersion programs offered by the Classics Department on a two-year cycle. The program based in Rome and the Bay of Naples area focuses on the reconstruction of daily life during the Greek and Roman periods. The program based on the mainland of Greece and the island of Crete likewise aims to reconstruct a picture of life during the various historical periods of classical Greek civilization. Both programs relate classical texts to the surviving monuments of the ancient cultures and to objects of daily use found in museum collections.

**The Ethnographic Field School in Cameroon** is designed to provide students with the opportunity to experience supervised field research in anthropology in West Africa. Recent research topics have investi-



gated gender issues, the legal system, traditional medicine, sorcery and witchcraft, aspects of health care, fishing practices, agriculture, water quality, and women's ceremonies.

**Fieldwork in Classical Archaeology** Under the direction of the classical studies department at Dickinson, students participate in an archaeological excavation at a selected location of the ancient Greek and Roman worlds. During the four- to six-week program, the dig provides training in the techniques of field archaeology. The 1995 site was Melsonby, N. Yorkshire, England. This excavation seeks to put into historical context a hoard of Celtic artwork and weaponry discovered in 1843 and to determine the site's relationship to the Iron Age fortification at Stanwick, just to the North. A second site introduced in 2002 is Mycenae, Greece.

**The Summer Humanities Program in London, England** offers an integrated perspective for a study of visual and verbal methods of observation. London's accessibility, as well as its historical texture and artistic tradition, makes the city an ideal textbook for study. A one-credit interdisciplinary course, "London: Ways of Seeing," utilizes London's vast resources in theatre, literature, art, architecture, and history to reinforce individual reading and research.

**The Studio Arts Summer Program in Toulouse, France** is a one-course program offered every two years that provides a five-week study of painting and drawing. Based at the Dickinson Study Center in Toulouse, a city rich in art and architectural history, students have class four hours each day and take numerous trips to nearby museums and architectural landmarks.

**The Bremen Physics Summer Program in Bremen, Germany** offers physics students with two semesters of German the opportunity to study plasma physics together with University of Bremen students in the same one-credit class. An interactive seminar teaching style and the use of the Internet and spreadsheet simulations to explore plasma particle trajectories is featured. Students live with German host families. Students may opt to enroll in the Bremen Immersion language course for a second credit.

## OTHER PROGRAMS

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**The Dickinson Marine Studies Program** is an interdisciplinary one-year experience which encompasses all aspects of learning for the liberally educated scientist. The curriculum includes traditional classroom lectures, intensive field study, and independent research. In addition, the program offers the opportunity for science students to observe and examine intensely a part of nature from four points of view (biological, chemical, geological, and physical) to understand better the interactions, the processes, and patterns in a distinct natural system.

Offered biannually to junior and senior science majors by the biology, geology, and environmental science departments, the program consists of three parts. The first is an oceanography survey course taken on campus in the fall semester. The second consists of a two-week field course to study the environments and organisms of the carbonate environments of San Salvador Island, Bahamas, during the January semester break (see course description with the Geology 304 listing). The final part is a spring semester independent project of the student's choice, begun during the field study experience.

**Crossing Borders Exchange Program** Students are selected to participate in a four-week community studies program in Yaoundé, Cameroon, studying the social aspects of of Cameroonian culture with a team of students from Spelman College (Atlanta, Georgia) and Xavier University (New Orleans, Louisiana). The program continues at Dickinson College during the fall semester where students will participate in a community studies seminar course. During the spring semester, Spelman and Xavier students will return to their institutions. Dickinson students will study at either Spelman College or Xavier University where they continue to explore social themes.



## DICKINSON-PARTNER PROGRAMS

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Through special agreements with foreign institutions and study-abroad organizations, Dickinson students have the following additional opportunities available to them.

**The University of Durham in England** offers students in classical archaeology the opportunity to study for an academic year within one of the world's leading archaeology programs. Students are integrated fully into the academic and campus life of the University.

**The Hebrew University of Jerusalem** offers a full range of Judaic, Israel, and Middle East studies in such fields as political science, international relations, history, religion, literature, philosophy, and archaeology. A variety of courses are also offered in gender studies, sociology, science, and psychology. Ulpan, an intensive Hebrew language course, is also available to facilitate students' access to Israeli society and culture.

**The University of Queensland in Brisbane, Australia** provides students in biology, chemistry, computer science, environmental science, mathematics, and psychology the opportunity to study for a semester or an academic year. The University of Queensland is one of Australia's leading universities, with an international reputation for high-quality teaching and research. Dickinson students are integrated fully into academic and campus life. This program is limited to science majors only.

**The Sustainable Development Program in Costa Rica** is a cooperative semester program sponsored by a consortium of academic environmental studies programs in cooperation with The School for Field Studies. This program provides opportunities for first-hand study of the challenges posed by the search for sustainable development strategies under conditions of limited resources. Course work is at the intermediate level and includes independent study and field experience with a direct service component. The program is open to students from all majors and is offered both fall and spring semester.

## DICKINSON-APPROVED PROGRAMS

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**The Intercollegiate Center for Classical Studies in Rome** offers majors in Latin or Greek, or other students especially interested in classical antiquity, the opportunity to spend one or two semesters at the Intercollegiate Center for Classical Studies in Rome. Classes in Roman archaeology/history, art history, Italian, Latin language and literature, and Greek language allow the student to develop a full program of study. Field trips to the Etruscan north and the Naples area are part of every semester's work. The Dickinson classics department manages the Christopher Lee Roberts Scholarship which may be used for a semester at the center.

**The Marine Studies Education Consortium** of which Dickinson is a member, offers a full service program of studies in marine biology and environmental science. The program is operated by the Duke University Marine Laboratory; study time is spent partly on the campus of Duke University and partly at the Bermuda Biological Station. Courses run the broad range from introductory marine biology and biological oceanography to more specific ecological and organismal courses to those on marine policy and pollution. Course work focuses on both coastal and deep ocean topics. The laboratories at Duke and on Bermuda are first-rate facilities staffed by outstanding scientists and teachers and a cadre of stimulating graduate assistants.

**The School for Field Studies** offers study and fieldwork in conservation biology and related subject areas. Full-semester programs are located at permanent Centers for Rainforest Studies in Australia, Wildlife Management Studies in Kenya, Marine Resource Studies in the Caribbean, Coastal Studies in Pacific Northwest Canada, and Island Studies in Palau. Students live and work at the site, attend classes taught by regular academic staff, and participate in cooperative and independent field research. In addition, summer and January term courses are offered at the four permanent centers and at additional sites throughout the world. Some financial aid is available.

**Other Study-Abroad Programs** As an option, students may be able to enroll directly in a foreign university, in specialized courses and institutes for foreigners at leading universities abroad, in internships over-



seas, or in U.S. college-sponsored overseas programs designed to meet the needs of American students. Students must petition to study abroad on an Approved Program by satisfying the necessary requirements. During the past five years, Dickinson students have studied for an academic year, a semester, or a summer in:

Argentina	Germany	Palau
Australia	Ghana	People's Republic of China
Austria	Greece	Poland
Belarus	India	Russia
Bolivia	Ireland	Scotland
Brazil	Israel	South Africa
Canada	Jamaica	Spain
Chile	Japan	Sweden
Costa Rica	Kazakhstan	Switzerland
Cuba	Kenya	Thailand
Dominican Republic	Madagascar	Virgin Islands
Ecuador	Mexico	Wales
England	Nepal	Western Samoa
France	New Zealand	

The Office of Global Education has more information on programs and procedures.

## STUDY IN OTHER INSTITUTIONS IN THE UNITED STATES

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An academic year, semester, summer, or January term of study at a specialized program or other college or university in the United States may be appropriate for some students with strong academic preparation and clearly-formulated educational goals. Like study abroad, this form of study off campus must be carefully planned and integrated with the student's on-campus academic program. Several institutions offer specialized learning opportunities and environments unavailable at Dickinson, utilizing unique resources that cannot be duplicated within the traditional on-campus classroom setting. Examples are programs that focus on topics and areas such as marine biology, the United Nations, urban studies, or American maritime studies.

Dickinson students have also taken advantage of guest student programs at major colleges and universities which permit students to enroll for a semester or the academic year in regular curricular offerings of the institution which are unavailable on the Dickinson campus. Dickinson students have recently studied elsewhere in the following academic areas: architecture, African-American studies, East-West comparative cultures, journalism, public communications, urban studies, archaeology, business, drama, ecology, studio art, and law.

The following pages present learning off campus opportunities in the United States with which Dickinson is formally associated. Information on these and other specialized programs of study is available in the Office of Global Education, located in the Marc and Eva Stern Center for Global Education.

**South Asian Studies** By informal arrangement with the University of Pennsylvania, well-qualified, highly motivated Dickinson students may elect to spend a summer, a semester, or a full academic year (normally the senior year) studying in the Department of South Asian Studies at the University of Pennsylvania. Such election shall be contingent upon recommendation by the student's major department at Dickinson, approval of the director of global education, and acceptance by the department at the University of Pennsylvania. Seniors completing the requirements for the Bachelor of Arts degree at Dickinson who are



in residence at the University of Pennsylvania during the entire senior year are exempt from the Dickinson senior residence requirements.

**Joint Baccalaureate and Law Degree Program** Students attending Dickinson have the opportunity to earn both a baccalaureate degree and a law degree through a joint Dickinson College/Penn State Dickinson School of Law program. This arrangement, also known as the 3-3 program, allows a student to begin law school during his or her senior year of college. To qualify for this program, Dickinson students need to complete all College degree requirements within three years (save for the final year's electives), attain a 3.5 cumulative grade point average (the top 10-15% of the class), and achieve a score on the LSAT (Law School Admissions Test) within the top 30% of all national test-takers. After one year of successful study at the Law School, students will earn their baccalaureate degree from the College. After two additional years of study at the Law School, the students will complete the law program and earn their JD degree.

Students interested in this program should consult the College's pre-law adviser and should be prepared to make application to the Law School no later than February 1 of their junior year.

**Binary Engineering Program** In the field of engineering, Dickinson College has a linkage program, the Binary Engineering Program, which enables Dickinson students to complete both a BS degree at Dickinson and a BS in engineering from the engineering school at the University of Pennsylvania, Rensselaer Polytechnic Institute, or Case Western Reserve University. The student spends the first three years at Dickinson and the final two at the engineering school, leading to a BS degree from both schools. The liberal arts-engineering combination is particularly appealing to those students who like the liberal arts and seek an engineering degree within the broadest possible curriculum. The Dickinson student receives a generous background in pure science along with course offerings in the humanities and the social sciences.

Candidates for the Binary Engineering Program should inform the dean of admissions of Dickinson College that they wish to apply for this program so that they may be assigned to the engineering student adviser. They also should request from the Dickinson admissions office a special booklet that describes the Binary Engineering Program in greater detail and gives suggested course schedules.

**The Consortium Exchange Program (CPC)** Dickinson, Franklin and Marshall, and Gettysburg Colleges form the Central Pennsylvania Consortium. One of the advantages of this educational cooperative venture is that students have the opportunity to take courses at any member college. This program of exchange is encouraged because it allows for greater flexibility in a student's educational program.

The Office of the Registrar coordinates consortium exchange programs for students. The appropriate forms, catalogs, and other information are available there. Applications should be submitted to that office by April 15 for a fall semester, and November 15 for a spring semester.

Any Dickinson student who is approved by this College for study at Franklin and Marshall or Gettysburg College may take a course, several courses, a full semester, or a full year at the other college. Except for summer programs at the other colleges, the normal tuition fee is paid to Dickinson. No fees are paid to the other college except residence fees where appropriate. Grades, in addition to course credit, are transferred to Dickinson.

**The Washington Center for Internships and Academic Seminars**, in affiliation with Dickinson College, offers juniors and seniors an exciting and comprehensive array of internship experiences in and around the Washington, D.C. metropolitan area. The Washington Center (TWC) offers experiential learning within an academic structure in order to encourage academic, civic, professional, and personal development.

TWC's unique format includes a four or four and one-half days per week internship, an academic course held once a week, and an independent study supervised by a Dickinson College professor. In addition, students attend a Presidential Lecture Series, a Congressional Breakfast Series, and may take advantage of many other opportunities such as tours, discussions, social and cultural activities.

Students may participate in TWC internship program for either fall or spring semester, or for a ten-week summer term. Students typically receive four academic credits for a semester at TWC, and three credits for



a summer term at TWC.

**Semester in Environmental Science at the Marine Biological Laboratory of the Woods Hole Oceanographic Institution** Dickinson is a charter member of a group of outstanding undergraduate colleges that offer their students the opportunity to spend a semester studying and conducting hands-on research in the field of aquatic and terrestrial ecology at one of the world's foremost research and teaching institutions. The Marine Biological Laboratory of the Woods Hole Oceanographic Institute, located on Cape Cod, Massachusetts, employs some of the most influential and best known marine scientists in the country. Dickinson students can spend a fall semester working closely with these distinguished men and women at a state-of-the-art marine research facility in a beautiful natural setting. Students take regular course work and electives while at Woods Hole, and they complete a research project and participate in a seminar on writing in the sciences.

## ACADEMIC RESOURCES

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### THE WAIDNER-SPAHR LIBRARY

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The Waidner-Spahr Library exists to support the liberal arts curriculum of Dickinson College. Its librarians and staff have a two-fold responsibility: to build and organize a library collection which is excellent in quality and quantity and to provide the best possible service to Dickinson faculty and students as they engage in the teaching and learning process.

The Dickinson College Library consists of the Boyd Lee Spahr Library, built in 1967, and the Robert S. Waidner Library, completed in the fall of 1998. The Waidner facility places special emphasis on Dickinson's long tradition of individualized and personal library service, sensitivity to aesthetics and functionality, and commitment to technological innovation. The collection is comprised of almost a half million volumes, and approximately 153,000 government documents, 4,500 periodical subscriptions in both paper and electronic formats, and 15,000 audio-visual items. Open during the academic term for 113 hours per week, the library provides a friendly and beautiful space for study and research with a number of group study rooms, individual carrels, lounge areas and specialized learning spaces.

The Dickinson Library offers an array of electronic resources, including a state-of-the-art online catalog of all Dickinson holdings, a Library Web site, bibliographical and full-text CD-ROM databases, and electronic journals and reference sources. Workstations located throughout the library, as well as in two electronic classrooms, provide access to word processing and other software products. The College's computer network enables students and faculty to access online library resources in dormitory rooms, classes, and laboratories throughout the campus and around the world over the Internet.

Of particular note is the May Morris Room which houses the College Archives and Special Collections. Materials found here include rare books, college records, personal papers of past Dickinsonians, photographs, and historical artifacts. Nearly 2,000 books donated by John Dickinson in 1784 remain the foundation of the college library. Also worthy of mention are several pieces of scientific equipment once owned by Joseph Priestley, discoverer of oxygen, and a collection of 400 original letters signed by James Buchanan, Dickinson Class of 1809 and Fifteenth President of the United States. These rare and unique materials are available to the interested researcher, subject to special rules for proper handling and usage. The Library encourages College faculty to use these materials in classes and seminars. Similarly, the East Asian Studies Reading Room highlights the library's strong holdings in that area.

In addition to its collections, the Library offers a range of services. Individual and classroom instruction by Librarians are readily available to enable students to best find and utilize their needed information. Librarians provide assistance at the reference desk each weekday, Sundays and most evenings. The audio-visual service offers space and equipment for listening to the CD, cassette, video, DVD and LP collections and for viewing, scanning and printing copies of the extensive microform collection. Numerous copiers



and computer workstations are available during all library hours with extended hours of operation in place at the end of each semester during finals.

The Interlibrary Loan Service, accessed through a computer network, enables students and faculty to access library collections nationwide. Library membership in PALCI (Pennsylvania Academic Library Consortium Inc.), and in other consortia, supplements the Library's collections by providing access to the holdings of hundreds of the nation's leading academic libraries.

The Waidner-Spahr Library's state-of-the-art collections, facilities and services, and dedicated Librarians and staff, contribute to Dickinson College's position at the forefront of American higher education.

## INFORMATION TECHNOLOGY

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Information Technology is the organization responsible for supporting all computer systems on campus and for providing instructional technology services. The main offices, and much of department, are located in South College, while Instructional Technology is located in Bosler Hall.

**Computer Systems Support:** The Information Technology staff supports PC and Macintosh systems. Students are encouraged to bring their own personal computers to campus. All students owning computers that meet minimum requirements may connect to the campus network. WindowsXP and OSX are our preferred operating systems. Windows98, WindowsME, and OS9 can also be used on the network. Whether or not you have your own computer, you will be assigned an email account which you may continue to use even after you graduate from Dickinson. You can check your email from many locations on campus and from anywhere in the world over the Internet. Network storage is provided for each student. You may create your own personal web pages on the College Web server. The College has adopted Microsoft Office as its standard office suite.

**Computer Facilities:** There are several public computer rooms that you may use. These "micro labs" have both PC and Macintosh computers and laser printers to which you may direct your output while using the lab. Some departments have computer labs configured for your use while you are taking their courses. There are approximately 65 "smart" classrooms that are equipped with workstations, data projectors and network connections for class use.

**Network:** The campus is completely networked. Dorm rooms have a network connection for each student assigned to that room. There are also connections for student laptops in the Waidner-Spahr Library, some classrooms, Union Station, and the Underground. The campus network is connected to the Internet over a fractional T3 (18megabit) line.

**Policies:** Use of the College's computing facilities is open to all students and staff. Incoming students are automatically assigned email accounts which remain available for use after graduation. Students have unlimited access to the network as described in the College's acceptable use policy. The policy may be found on the college's Web site at <http://www.dickinson.edu/it/responsibleusepolicy.shtml>

Students are encouraged to bring their own personal computers to campus. All students owning computers that meet minimum requirements may connect to the campus network and the Internet. The minimum system configuration may be found on the College's Web site at

<http://www.dickinson.edu/resnet/minrequire.shtml>

Assistance with computing is obtained by sending an e-mail message to [helpdesk@dickinson.edu](mailto:helpdesk@dickinson.edu) or by calling the Help Desk at extension 1000. Student computer consultants provide help in the "micro labs." Information Technology also offers short seminars, in-class sessions, and online documentation in using supported software and hardware.



## INSTRUCTIONAL TECHNOLOGY

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Instructional Technology supports teaching and learning through an array of services. From the design and production of instructional materials to internal use of the Web, to language technology, to training sessions, and from telecommunications to digital imaging and multimedia, Instructional Technology provides both facilities and support.

The Technology Center in Bosler Hall is the department's home base. Here we provide audio and video services (origination, editing, and duplication), graphic services (digital scanning, editing, printing and slide making, 35mm slide production, dry mounting and laminating), and a variety of related services. Bosler also houses a screening room, video editing stations for class use, a small TV studio, graphics workstations, and stations for collaborative work and training.

Our newest service is a series of small group training sessions on scanning, image modification, writing for the Web, use of presentation software, simple video editing, and creation of video clips for the Web. Other topics are being added. Students, faculty, and others are welcome to call to arrange a session.

## THE WRITING PROGRAM

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At Dickinson writing is taught across the curriculum, in all departments, at all levels. The Writing Program insures that students graduate with the writing skills they need to be productive citizens in personal, professional, and civic endeavors. The program includes three basic pedagogical components: the Freshman Seminar, the writing intensive course, and writing in the major. In the freshman seminars, students are given extensive practice and instruction in basic expository writing, which will serve them well in the rest of their academic career. They will also take a W course, normally during their freshman or sophomore year. W courses are offered across the curriculum and emphasize mid-process feedback so that students have a chance to make rhetorical and stylistic improvements in their work while it is still in the drafting stage. Students will typically also write extensively in the major, particularly at the senior level. The Writing Center can assist students at any level and at any stage in the writing process.

## THE WRITING CENTER

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The Writing Center, located on the ground floor of the Waidner-Spahr Library, is a resource to assist students in all courses from Freshman Seminar to senior seminar. Writing Center consultants are Dickinson students trained to be critical and sympathetic readers of writing in progress. They help students see their writing from a fresh perspective and assist them in the process of revising and improving their writing. In one-on-one conferences, consultants work with students to examine the requirements of an assignment; analyze a paper's thesis, organization, argument, and evidence; and recognize the importance of appropriate style, tone and diction. Consultants are available to work with all students on a walk-in basis and with particular students in courses that emphasize writing as an essential aspect of learning. For further information, contact Judy Gill at 717-245-1291 or [gill@dickinson.edu](mailto:gill@dickinson.edu).

## CAMPUS MEDIA

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*The Dickinsonian* was founded in 1872 and is published biweekly throughout the academic year. The student staff publishes each issue under the guidance of an elected student editorial board. *The Dickinsonian* Board of Governors advises the editors and oversees the paper's finances.

WDCV (88.3 FM), the college radio station, broadcasts daily from 8:00 a.m. to 2:00 a.m., as well as through the Web site, [www.the-freq.com](http://www.the-freq.com). The local broadcast radius is approximately 15 miles. Musical programming in a wide variety of genres, sports broadcasting, news and public affairs programming are provided by students, faculty and administrators of the College, as well as by Carlisle community members.



*The Dickinson Review*, a national literary magazine, and *The Bonfire*, an all-student literary magazine are published annually by the Belles Lettres Society. (See also the co-curricular program in the English department, page 66.)

## THE COMMUNITY STUDIES CENTER

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The Community Studies Center at Dickinson College fosters interdisciplinary, hands-on learning in the social sciences and humanities. Established in 1997, the Center coordinates ongoing student and faculty research in American Studies, policy studies, education, history, economics, environmental science, psychology, and sociology, and serves as a repository for taped interviews, surveys, videotapes, and transcripts produced by students and faculty engaged in field work. The Center is also a central resource for students and faculty interested in developing professional skills through field work research.

Community research projects take Dickinson students into diverse cultures and environments. Dickinson students have done significant empirical research conducting oral history interviews in Carlisle, doing ethnographic research with steelworkers in Steelton, Pa., conducting public opinion surveys about recent American elections, even engaging in anthropological research in a remote Chinese village. Students learn about the past and present by collecting, analyzing, and presenting their findings. They develop valuable professional skills as they learn about the workings of small communities, the realities of aging, the value of memory, and the variety of human experience. They also learn about the connections among people, institutions, and communities, and in the process, they learn about themselves and the world in which we live.

In conducting community research, students develop skills that apply to a number of professions and careers. Archival research, interviewing, survey research, oral history, and documentary photography and film making prepare students for careers in law, education, business, social work, medicine, journalism, psychology, and the media. Dickinson graduates who completed field research projects are now enrolled in graduate programs in women's studies, anthropology, history, sociology, medicine, law, social work, and American Studies.

## THE TROUT GALLERY

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The Trout Gallery is, at once, an integral part of the College's curricular and co-curricular programs and a fine arts museum for the Carlisle/Greater-Harrisburg area. Its public lectures, symposia, and community outreach programs are targeted to area school children, senior citizens, and all others. In addition, the gallery preserves, protects, and expands through donation and purchase the artistic legacy of the College. To our exhibitions, lectures, and programs, anyone interested in the visual arts is welcome.

The Trout Gallery is a bi-level exhibition facility located in the Emil R. Weiss Center for the Arts. Along with housing the College's permanent collections of art, which range in time from Classical Greece to the 20th century, the Trout Gallery maintains a varied and frequently changing exhibition schedule of historical, contemporary, and multicultural materials.

It serves the college community as an interdisciplinary resource for studio art, art history, modern languages, international studies, and classical archaeology courses. For example, an exhibition of Tibetan art was held in conjunction with an all-campus celebration of Tibet, including a folk opera, the construction of a Sand Mandala, an exhibition of Tibetan Tantric art, and a series of lectures by invited guests and faculty. At the same time, the religion department offered courses on Tibetan religion and culture. Such events also fulfill the College's mission to provide diversified, multicultural programs.

Within the art & art history department, the gallery offers advanced art history majors the yearly opportunity to curate an exhibition of objects from the College's collections. Furthermore, seniors in the studio program mount a juried show of their work each spring. Internships in the gallery are offered to superior art & art history majors. The gallery thereby offers the unusual opportunity for undergraduates to undertake research on and have direct contact with original works of art.



The community outreach coordinators, in consultation with the gallery director, maintain contact with community constituencies and develop coordinated curricula with area teachers, administrators, and program organizers. In this way, we seek to build partnerships with local teachers and parents so that the gallery can be integrated into the learning experience of students in public, private, and home schools. The gallery provides similar services to local GED programs, colleges, and community organizations.

Finally, the gallery plays an important role as custodian of the College's historic collections of art and artifacts. On one hand, the gallery oversees the care, conservation, and housing of the objects. On the other hand, it advocates the study, display, and interpretation of those materials.

### OBSERVATORY

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The Michael L. Britton Memorial Observatory, on top of the conical metal structure adjacent to the Tome Scientific Building, consists of a 24-inch Ritchey-Chrétien telescope with an Apogee AP7 512 x 512 charge-coupled device (CCD) camera. The CCD comes equipped with UBVRI filters and is used for imaging and multicolor photometry of variable stars and asteroids. The telescope supports student/faculty research and gathers synoptic observations that can provide data for student projects.

Dickinson students also have access to Lowell Observatory's 31-inch telescope through the National Undergraduate Research Observatory Consortium, of which Dickinson is a charter member. Located near Flagstaff, Arizona, the Lowell 31 inch is equipped with a large format CCD camera.

### PLANETARIUM

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The Kanev Planetarium in the Tome Scientific Building is equipped with a computer controlled Spitz System 1024 projector. Planetarium programs are produced with substantial work study student participation for the College community, local schools and the general public. Show content engages the physical universe, while reflecting global fascination with the heavens above. Topics include the seasonal appearance of the sky and cover the attempts of humankind to understand the universe surrounding them from prehistoric megaliths aligned to the heavens to the latest gleanings from space technology about the structure and evolution of planets, stars, galaxies and the universe itself. Recent shows have included "Winter Wonderland" and "Celtic Mysteries."

### LANGUAGE HOUSES

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The departments of Russian, Spanish and Portuguese, and Italian sponsor language houses (Russian House, Casa Hispánica and Italian House) in which interested students may apply to live. Residents speak the language of the house. The departments of French and German have collaborated with the Office of Global Education to form the International House. The International House is a residence of French speakers, German speakers, East-Asian studies majors, international students, and students interested in study abroad. An international student assistant is in residence in each of the houses to encourage active use of the language and to help organize social and cultural events sponsored in conjunction with the language clubs and the departments. Holiday and traditional dinners, films, lectures, as well as informal gatherings provide opportunities for students to maintain and extend language skills learned in classes and while studying and traveling abroad.

In addition, the students of Attic Greek, Latin and classical studies have organized a Classics House. Although the students in the Classics House do not speak the languages, they are similarly involved with activities of the Classics department, particularly with the Roberts Lecture and associated events.



## ADVISING

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### ACADEMIC PROGRAM ADVISING

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Entering students are assigned to academic advisers who are usually members of the faculty or academic professionals. Normally students continue with those advisers until they are ready to declare major fields of concentration, in the sophomore year. When declaring the major, each student requests or is assigned an adviser in the major field. Students are encouraged to seek advice from special advisers for help with planning for professional and graduate study, internships, off-campus study, and careers. Additionally students may discuss academic concerns, planning for majors, and preparations for graduate studies with any member of the faculty. All faculty members maintain office hours when students are welcome to take questions to them and seek their advice on academic matters.

**Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements of graduation.** Advisers are available throughout the academic year, and students are encouraged to meet with their advisers frequently. During each registration period students are expected to meet with their academic advisers to review progress and revise plans.

**Special Advisers:** Consultation with special advisers is recommended and sometimes required when students plan specific careers or wish to participate in specific programs. The College roster identifies faculty directors and advisers of specific programs. Advice about the opportunities for studying off campus may be obtained from the Office of Global Education (see page 174). Students seeking to undertake internships, on or off campus, need to seek advice in the Career Center (see page 208).

**Counselors:** Academic concerns are often intertwined with personal development. Licensed and certified professionals as well as peer counselors serve students through an extensive counseling network. Active referral and cooperation within the counseling and advising network encourages students to seek appropriate guidance and support throughout their college careers. (see page 204)

**Class Deans:** A student who has questions and would like to consult with someone other than an academic adviser is encouraged to speak with his or her class dean. A student considering taking a leave of absence or withdrawing from the College should discuss options with the class dean. Class deans are identified in the College Roster.

## THE CLARKE CENTER

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The Clarke Center for the Interdisciplinary Study of Contemporary Issues is founded on two principles. First, the Center affirms Dickinson's belief that education in the liberal arts is the best preparation for the challenges of citizenship and career. Programming aims literally at "bringing the liberal arts to life" by connecting students' experience in the classroom with compelling issues confronting our local, national, and international communities. Second, the Center emphasizes the application of interdisciplinary approaches to contemporary issues. Six of the College's interdisciplinary programs sponsor the Center: American Studies; Environmental Studies; International Studies, Business and Management; International Studies; Policy Studies; and Women's Studies. All activities are open to participation by the entire Dickinson community, however.

The Center is named for Dickinson Trustee Henry D. Clarke, Jr., founder and chief benefactor. Staff includes the Director, Professor of Political Science Douglas T. Stuart; Associate Director Michele K. Hassinger; Program Assistant Jolie Rankin; and eight to ten student Project Managers/Interns. Extensive responsibility for designing, publicizing, and implementing programs is assigned to the student staff, who receive valuable organizational and communications experience. Ideas for individual programs and events are solicited from all Dickinsonians students, faculty, administrators, trustees, alumni, as well as the larger



community. Center activities include the following:

**Lectures, panels, symposia** The Center sponsors presentations ranging from individual lectures to symposia and conferences, each focusing on a pressing contemporary issue. For example, the Center has sponsored events on environmental sustainability, the presidential elections, life on Mars, the future of Russian democracy, feminism and politics, and the physics of the films *Star Trek* and *Contact*.

**Annual theme** Each year, the Center devotes a major portion of its resources to activities organized around a single topic or theme. Lectures, panels, and symposia on the topic are coordinated with academic course offerings. Annual themes to date are Democratization (1994-95), Race & Ethnicity: The Politics of Identity (1995-96), Environmental Sustainability (1996-97), Citizenship (1997-98), Education, Power, and Responsibility (1998-99), Corporations and Globalization (1999-2000), War (2000-2001) and Crossing Borders (2001-2002).

**Visiting Fellows** Each semester, the Center brings to campus a group of visiting fellows, or "teacher practitioners." Fellows are leaders from business, government, the media, and other fields who can enrich students' understanding of the connections between the liberal arts and citizenship. They make presentations to the community and participate in classes. Fellows have included William Howard, presiding judge in the Susan Smith murder trial; Peter Montague, community activist and Director of the Environmental Research Foundation; Crisenzio Arcos, former U.S. Ambassador to Honduras and AT&T Vice President for Latin American Affairs; Lowell Weicker, former Connecticut governor and senator; Dr. John Gaddis, Professor of History, Yale University; Richard Rodriguez, frequent commentator on *The News Hour* with Jim Lehrer; Joan Spero, former Undersecretary of State for Economics and Business and current President of the Doris Duke Charitable Foundation; Richard McCauley, CFO, Europe, Middle East & Africa, Lucent Technologies, and Oscar Arias, Nobel Peace Prize winner.

**Campus forums** In order to encourage thoughtful debate of questions directly confronting the Dickinson community, the Center and the Student Senate co-sponsor periodic forums. These events bring together students, faculty, and administrators for open conversation. Recent forums included business education at Dickinson, financial aid policy, housing, and town/gown relations.

**Interdisciplinary education** The Center encourages efforts to enhance the College's interdisciplinary course and program offerings. Activities range from support for individual faculty in designing courses to conferences on interdisciplinary education.

## LECTURES AND SYMPOSIA

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A wide range of programs at Dickinson presents many occasions for the celebration of intellect and talent in all disciplines. These lectures, performances, films, exhibits, and symposia demonstrate the value of the liberal arts while furthering educational experience. Students are actively involved in planning and presenting a variety of these events.

### COMMON HOUR

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The Common Hour was established as a pause in the weekly schedule when the Dickinson community can gather to discuss topics of interest to the entire community and enjoy programs that enrich our intellectual and cultural lives. A committee of faculty and students oversees the scheduling of programs which range from concerts to discussion of topics of immediate importance locally and internationally. Each Wednesday noon throughout both semesters, the programs are followed by a buffet lunch and the opportunity for informal conversation among students, faculty, and administrators. Beginning in Spring 2003, the programs will be on Tuesdays at noon.



## JOSEPH PRIESTLEY CELEBRATION

Each year the Priestley Celebration brings to campus a distinguished scientist to be honored for discoveries which contribute to the welfare of mankind. The award is made in memory of Joseph Priestley, discoverer of oxygen. During the celebration, the College's collection of Priestley apparatus and memorabilia is displayed. The recipient is given an honorarium and a ceramic medallion struck from an original 1779 mold by Josiah Wedgwood which bears a likeness of Priestley derived from a pen-and-ink drawing by John Flaxman. The president of the College selects the award recipient from a slate of nominees submitted by the Science Executive Committee, which solicits these nominations from science faculty, former Priestley Award recipients, and others associated with the award since it was established in 1952. Recipients of the Priestley Award are as follows:

- 1952 Sir Hugh Stott Taylor, for research and teaching in physical chemistry.
- 1953 Paul R. Burkholder, for the discovery of chloromycetin.
- 1954 Karl T. Compton, for peacetime use of atomic energy.
- 1955 Harold C. Urey, for the discovery of deuterium. Nobel Laureate in Chemistry 1934.
- 1956 Detlev W. Bronk, for distinguished service to mankind through biochemistry.
- 1957 Edward Teller, for distinguished work in nuclear physics.
- 1958 George Bogdan Kistiakowski, for work in chemical kinetics and thermodynamics.
- 1959 Willard Frank Libby, for distinguished contributions to the development of carbon dating. Nobel Laureate in Chemistry 1960.
- 1960 Glenn T. Seaborg, for distinguished contributions through nuclear chemistry. Nobel Laureate in Chemistry 1951.
- 1961 Maurice Ewing, for distinguished contributions in the fields of oceanography, climatology, and geothermal measurements.
- 1962 Robert W. Woodward, for the synthesis of organic molecules. Nobel Laureate in Chemistry 1965.
- 1963 Kenneth S. Pitzer, for work in theoretical quantum chemistry.
- 1964 Isador I. Rabi, for work with quantum mechanics and molecular beams. Nobel Laureate in Physics 1944.
- 1965 Joel H. Hildebrand, for research in the fields of solubility and the structure of liquids.
- 1966 Charles H. Townes, for work in microwave spectroscopy and masers. Nobel Laureate in Physics 1964.
- 1967 George W. Beadle, for work in cytology and genetics. Nobel Laureate in Medicine 1958.
- 1968 Marshall W. Nirenberg, for the discovery of the genetic code.
- 1969 Linus C. Pauling, for research on the nature of chemical bonding. Nobel Laureate in Chemistry 1954. Nobel Peace Prize 1962.
- 1970 George Wald, for distinguished contributions to the field of physiology of vision and biochemical evolution. Nobel Laureate in Medicine 1967.
- 1971 Margaret Mead, for distinguished contributions to the field of anthropology.
- 1972 George C. Pimentel, for work in infrared spectroscopy and molecular structure.
- 1973 Philip H. Abelson, for geochemical studies.
- 1974 Henry Eyring, for his contributions to theoretical chemistry, the development of absolute reaction rate theory.
- 1975 Carl Sagan, for his contributions to the exploration of the universe through radioastronomy.
- 1976 John G. Kemeny, for the development of BASIC computer language.
- 1977 W. Frank Blair, for environmental studies and ecology.
- 1978 J. Tuzo Wilson, for distinguished contributions in the development of plate tectonics.
- 1979 Melvin Calvin, for work in the chemistry of photosynthesis. Nobel Laureate in Chemistry 1961.
- 1980 Philip Morrison, for radioastronomy studies.
- 1981 Donald Knuth, for his work on computer programming and the design of computerized typography.



- 1982 Peter H. Raven, for his work in systematic botany and biogeography.
- 1983 Stephen Jay Gould, for his contribution to the fields of paleontology, evolutionary biology, and the history of science.
- 1984 Hubert M. Alyea, for his contributions to chemical education.
- 1985 Harold P. Furth, for his contributions to plasma physics.
- 1986 Roald Hoffmann, for his contributions to applied theoretical chemistry. Nobel Laureate in Chemistry 1981.
- 1987 Thomas F. Banchoff, for his contributions to the understanding of four dimensional manifolds through computer graphics.
- 1988 Francis H.C. Crick, for his pioneering contributions to the field of molecular biology. Nobel Laureate in Physiology or Medicine 1962.
- 1989 Arno A. Penzias, for his contributions in the field of radio astronomy. Nobel Laureate in Physics 1978.
- 1990 Wallace S. Broecker, for distinguished contributions to the field of geochemistry.
- 1991 Harry B. Gray, for his contributions to bio-chemical-inorganic chemistry and inorganic photochemistry.
- 1992 Solomon H. Snyder, for distinguished contributions to the field of neuroscience.
- 1993 George Masters Woodwell, for distinguished contributions to global ecology.
- 1994 Gerald Holton, for distinguished contributions to the welfare of mankind through the field of the history of science.
- 1995 Marvin Minsky, for distinguished contributions in the field of artificial intelligence.
- 1996 Leon M. Lederman, for distinguished contributions to our understanding of particle physics and its interaction with cosmology. Nobel Laureate in Physics 1988.
- 1997 Frank Press, for his contributions in geophysics and national science policy.
- 1998 Bruce N. Ames, for his contribution to basic and applied research on mutation, cancer, and aging.
- 1999 J. Michael Bishop, for his distinguished contributions to our understanding of the molecular mechanisms of cancer.
- 2000 Edward O. Wilson, for distinguished contributions to the field of conservation biology.
- 2001 John H. Conway for distinguished contributions to the field of applied and computational mathematics.

## THE PUBLIC AFFAIRS SYMPOSIUM

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The Public Affairs Symposium (PAS), in its 39th year, is a student organized four-day symposium featuring debates, discussions, films, and other presentations. Human Rights 2000: Grasping the Global Challenge, Science in Society, Sex & Social Issues, and Crime and Punishment are examples of topics selected by the students in recent years. The PAS has brought to campus distinguished figures from government, business, education, and the entertainment industry, as well as many others, to discuss a topic of broad public interest with members of the College and the community. The Poitras/Gleim lecture, endowed by a gift from Ted and Kay Gleim Poitras, is held annually in conjunction with the symposium and provides a forum to explore and promote cross-disciplinary thought and communication.

## THE DICKINSON COLLEGE ARTS AWARD

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The College's Arts Award honors an individual or group who has made an outstanding contribution to the creative or performing arts. Each recipient spends several days in residence at the College sharing talents and ideas with the College community.

The Arts Award was initiated by the Dickinson faculty and endowed in 1959 by gifts from members of the board of trustees in honor of William W. Edel, president of the College from 1946 to 1959. The recipient of the award is given a Wedgwood medallion bearing the likeness of President Edel based upon a sculpture created by Nancy Dryfoos, distinguished American sculptor. The medallion was cast for Dickinson



College by the Wedgwood Potteries of Baralston, England. In addition to the medallion, the awardee receives an honorarium. Recipients of the Dickinson College Arts Award are as follows:

Robert Frost, 1958-59, Poetry  
 Eero Saarinen, 1959-1960, Architecture  
 Judith Anderson, 1960-61, Theatre  
 Leonard Baskin, 1963-64, Graphic Arts  
 Walter Piston, 1965-66, Music  
 W. H. Auden, 1967-68, Poetry  
 John Cage, 1969-70, Music  
 The Philadelphia Orchestra, 1972-73, Music  
 Mauricio Lasansky, 1974-75, Printmaking  
 Zelda Fichandler, 1976-77, Drama  
 John Barth, 1980-81, Literature  
 Toshiko Takaazu, 1982-83, Ceramics  
 Thomas Binkley, 1982-83, Music  
 Pennsylvania Ballet, 1983-84, Dance  
 David Mamet, 1984-85, Drama  
 Robert Stone, 1986-87, Literature  
 Tommy Flanagan, 1988-89, Music  
 Horton Foote, 1989-90, Cinema  
 Leon Golub, 1991-92, Painting  
 Seamus Heaney, 1992-93, Poetry  
 Twyla Tharp, 1995-96, Dance  
 Phyllis Bryn-Julson, 1996-97, Music  
 Julie Harris, 2001, Theatre and Film  
 Milton Babbitt, 2002, Music

## SPECIAL LECTURES AND SCHOLARS IN RESIDENCE

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Each year distinguished public figures and outstanding scholars from American and foreign universities present lectures on campus. Some of these international visitors come as scholars-in-residence for week-long, semester-long, or year-long periods of time. All these people enrich the intellectual offerings of the College and allow students and faculty to encounter new ideas and different opinions. Academic departments and student groups frequently sponsor lectures and small-group discussions which encourage the exploration of issues beyond the classroom. Special lecture topics range from discussion of current political, social, and economic issues to consideration of new scholarly developments within academic disciplines.

**The Morgan Lectureship** Endowed by the board of trustees in 1929, in grateful appreciation for the distinguished service of James Henry Morgan of the Class of 1878, professor of Greek, dean, and president of the College, the Morgan Lectureship is used by the president of the College "for the procurement of one or more special lectures annually upon such subject or subjects as he may deem wise...." The lectureship brings to campus a scholar in residence for three to five days to meet informally with individuals and class groups, and to deliver the Morgan lectures on topics in the social sciences and humanities. Recent scholars have been Jorge Luis Borges, William Jordan, Fredric Jameson, Jonathan Spence, Michael Walzer, Barbara Stoler Miller, James Rosenau, Paul Fussell, G.M. Tamás, and Margaret Miles, Patricia Spacks, and Christopher Bigsby. The 2001 lecturer was Lawrence D. Kritzman, the Ted and Helen Geisel Third Century Professor of Humanities at Dartmouth College. Dr. Kritzman's topic was "The Intellectual Diaspora in Europe: Jacques Derrida & Julia Kristeva."

**The Pflaum Lectures in History** are supported by income from a fund contributed by students and friends of the late Professor John C. Pflaum in appreciation of his effective teaching. The lectures bring to campus scholars who, like Professor Pflaum, are particularly successful in oral presentation of historical topics.



Dr. Samuel Bailey, Professor of History, Rutgers University, delivered the 2002 Pflaum Lecture entitled "Immigrants in the Lands of Promise: A Comparative Analysis of the Italian Experience in the Americas." Other recent lecturers have been Graydon Tunstall, John Voll, Mercedes Vilanova and Harold H. Saunders.

**The Glover Memorial Lectures** are presented in alternate years. This lectureship in science was established in 1958 in memory of John Glover of Newcastle-upon-Tyne, England, the inventor of the Glover Tower, and in memory of his son and grandson, Henry and Lester Glover, by the late Dr. John D. Yeagley and Mrs. Yeagley of York, Pennsylvania. Recent Glover Lectures include Edwin Taylor's talk on "Star Trek Visuals and Reality," Edward Redish's "From Here to the Future: How the Computer is Changing College Teaching," Peter Brancazio's "Sports on the Moon," Clint Sprott on "The New Science of Chaos," Dr. Dorrit Hoffleit's presentation on "A Century of Women in Astronomy," and Lawrence Krauss' lecture on "The Physics of Star Trek."

**The Rabinowitz Program** was created by Wilbur M. Rabinowitz, Class of 1940 and a trustee of the College, to enable students and faculty to benefit from encounters with articulate and knowledgeable spokespersons whose careers are or have been in business or government. Individuals who have distinguished themselves in the corporate world or government are invited to visit the Dickinson campus as participants in one of the two components of the program: the Benjamin Rush Award Ceremony or the Executive-in-Residence Program.

*The Benjamin Rush Award Ceremony* recognizes outstanding achievement by a member of the business or government community. The individual accepting the award presents a public lecture addressing the relationship of a liberal arts education to the business or government world. Opportunities for members of the College community to converse and discuss issues with the award recipient occur while the recipient is on the campus.

The recipient of the award is presented with an honorarium and with a bronze medal which bears the likeness of Benjamin Rush, the prominent colonial Philadelphia physician who was a key founder of the College and a signer of the Declaration of Independence. The first Benjamin Rush Award was presented in 1985 to the board chairman and chief executive officer of CBS. Recipients since then have included three other corporate executives; the Minister of Trade, Industry and Energy of the Republic of Korea; and the Director of the White House Office of Management and Budget. The 2002 recipient, Ambassador Louise Frechette, Deputy Secretary General of the United Nations, spoke on "After September 11th: Challenges and Opportunities for the UN."

*The Executive-in-Residence Program* brings to campus, for residencies of three to five days, individuals who have been identified as strong contributors to current developments in the business world. These executives participate in classes and less formal gatherings which permit them to engage in discussions of significant issues facing business leaders. The first Executive-in-Residence was J. Bruce McKinney, Class of 1959, trustee of the College, and chairman and chief executive officer of the Hershey Entertainment and Resort Company.

**The Donald W. Flaherty Lecture in Asian Studies** is supported by a fund established by students, colleagues, and friends of Professor Flaherty, a pioneer in the development of Asian studies at Dickinson. The lectureship brings to campus scholars and speakers who reflect Professor Flaherty's lifelong interest in all aspects of Asian history, culture, and politics. Since the inaugural lecture in 1987-88, prominent Asianists have spoken on topics ranging from "Reflections on the Nature of Japanese Society" to "The Rise of the Chinese Secret Service." The 2002 Flaherty Lecture, entitled "In America's Shadow: Postwar Japan in Political Cartoons," was delivered by Peter Duus, Past President of the Association for Asian Studies and William H. Bonsall Professor of Japanese History at Stanford University.

**The Roberts Lectureship**, endowed by a generous gift by John Roberts in honor of his son, Christopher (class of 1974), brings to campus distinguished international scholars of classics who lecture on topics designed to show the relevance of classical studies to the modern world. The scholars who accept the invitation give two lectures on the topic of their choice, one aimed at a general audience, another to a more



professional one drawn from various classics departments in the region. At both occasions, members of the college community and other guests are invited to discuss the issues with the speaker. Recent scholars have been Christopher Pelling (Oxford), Karl Kalinsky (University of Texas), Shadi Bartsch (University of Chicago) and Martha Nussbaum (University of Chicago School of Law). Paul Cartledge (Cambridge) will lecture in 2002, Miriam Griffin (Oxford) in 2003.

## ACADEMIC POLICIES AND PROCEDURES

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### INFORMATION FOR STUDENTS WHO ARE ENROLLED FOR A DICKINSON DEGREE

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**Enrollment and Registration** New students plan their course schedules in the summer prior to arriving on campus. Students will meet with a faculty adviser assigned during the orientation period of their first semester to discuss the schedule and the student's long-term academic goals. During each subsequent semester, students plan their course schedules with their adviser during the advising period which precedes registration. Registration for spring semester occurs in late October/early November; registration for fall semester occurs in late March/early April. Freshman seminars are assigned on the basis of a preference questionnaire submitted by the student during the summer.

Registration check-in is held immediately prior to the first day of classes each semester. All returning students must participate. Check-in is completed via an on-line web form; those who are unable to access the web during this time period should notify the Registrar's Office in advance. It is assumed that those students who do not check in during this time period are not returning to the college. Therefore, any student who does not check-in will be officially withdrawn from the college and all courses, financial aid and housing will be immediately cancelled.

**Calendar** Courses are offered in two semesters, each totalling 15 weeks (including classes, a brief reading period, and final examinations). The fall semester begins in early September and concludes prior to the holidays. Students have a reading period of a few days after the end of classes in which to take stock of their work for the semester and prepare for the final examinations and papers which are scheduled at special times during the subsequent week. Spring semester begins near the end of January and runs through mid-May, following a similar pattern. The College offers a summer school program each year in the months of June, July and August. There are usually two five-week sessions. Classes meet daily, providing an intensive period of study. Students may register for a maximum of two courses per summer session.

**Class Size** First-year seminars, all foreign language classes, courses on writing, and most upperclass seminars have class enrollments of approximately 15 students. A typical introductory course enrolls 35 students, most intermediate-level courses have 25 to 30 students, and 300-level courses usually enroll 25 students. Some introductory science course lectures enroll classes of 50 to 75 students, with accompanying laboratories for these courses conducted in sections of 12 to 28; others using a "workshop" approach meet for two hours of integrated lecture and lab for 20 to 25 students, three times a week. Advanced science classes and labs are usually under 25. Maximum class sizes are established in order to provide students with adequate opportunities to interact with their professors and with other students. As a result, students do not always gain access to their first choice of courses during a given registration period, and some majors are more difficult than others to initiate. Consistent with the College's commitment to overall balance, however, every effort is made to anticipate such problems and when necessary to open new course sections.

**Course Load and Credit** A normal schedule is four courses each semester. A student who wishes to carry fewer than three courses must receive permission to be part-time from the Registrar. During his or her Dickinson career, a student may register twice for a semester load of five course credits; registration for a fifth course may be completed only during the Add/Drop period.

Each course, unless otherwise noted in the course description, is equivalent to four semester hours. Credit



for courses is based on the assumption that at least three hours of study accompany each class period (excluding labs). Half courses exist in only a few departments and may meet either for only half the semester or on a half-time basis for the entire semester. Physical education courses and some military science courses carry no academic course credit.

**Course Schedule NOTE:** Students are responsible for selecting the courses in which they enroll and for the election of courses which will satisfy the requirements for graduation. Students enroll in four courses each semester. Normally, a course meets three times a week for 50 minutes or twice a week for 75 minutes; some upperclass seminars meet just once during the week for three hours. Some natural and mathematical science courses meet in two-hour lecture and laboratory workshops several times a week or schedule advanced laboratories or field trips in single afternoon blocks. This variety in the weekly schedule provides class times suited to differing teaching methods and to the requirements of specific subjects. For example, brief but frequent meetings are often the best way to learn information, practice a skill, or discuss a series of related issues. Sometimes extended workshop sessions serve well the rhythms of a course that requires room to develop an idea or explore a problem or acquire a technique.

**Changes in Course Schedules** Students may make changes in their course registration during the first five days of the semester, referred to as the add/drop period. No change in registration is official until the student has made the change using the on-line registration system or confirmed the change in the Registrar's Office. Starting a course after the first few days of classes is usually not advisable. Changes to or from the pass/fail option and in the use of the audit status require the instructor's permission. It is the responsibility of the student to obtain the instructor's signature on a form and return that form to the Registrar's Office before the end of the add/drop period.

**Changes in Course Level** Certain courses in the languages, sciences, and mathematics are offered at several levels. Students who find themselves enrolled at an inappropriate level in these courses may change level with the approval of the instructor during an additional period of approximately two and a half weeks. (See College calendar for exact date.)

**Auditing Courses** A student may attend a course without credit by registering to audit the course. The permission of the instructor is required. Audit registration occurs during the add/drop period. A student who has received credit for a course may retake the same course on an audit basis. Students who are enrolled for three or more courses may audit without an additional fee. The instructor stipulates the requirements of the course for all auditors early in the semester. Courses taken as audits do not appear on a student's transcript unless the instructor authorizes such an entry at the end of the semester.

**Late Changes in Course Schedule** Add/drop and change-in-level deadlines are significant points in the semester beyond which any change in schedule affects academic performance. For this reason, students who want to make additions or changes in the level of their registration after these deadlines must make their request by petitioning the Committee on Academic Standards through the Office of the Associate Dean of the College. A student may withdraw from courses until 15 days after Roll Call of each semester. After this period, withdrawal will require a full review before the Committee on Academic Standards. Withdrawal from a course will be indicated by the entry of a "W" grade in the student's record. Withdrawal is not an option for physical education courses. The option to withdraw from a course and the use of "W" grades without prior review and approval by the Committee on Academic Standards is limited to two courses during a student's Dickinson career. Withdrawals involving a change from full-time to part-time status will be accepted only if the change of status has received prior approval by the registrar. A student may petition the standards committee to drop a course from the record only when, through no fault of the student, no substantial participation in the course has occurred.

**Grading** Professors evaluate student achievement by the traditional means of written comments on papers and exams as well as by assigning letter grades. They are also available to students for individual conferences, to answer questions or discuss complaints, and just to talk further about some important matter raised in class. Faculty report an evaluation of student performance twice each semester. At mid-semester (Roll Call), the following grades are reported for all students: "S" indicating satisfactory achievement to



date (work of "C" quality or above), "U" indicating unsatisfactory achievement (work of "C-" or below), "I" indicating incomplete work outstanding, and "NE" indicating no evaluation made by the faculty member (applicable to an entire course or section). These roll call grades are available to students via the college website and are sent to advisers and serve as a useful benchmark for progress; however, they do not become part of the student's permanent record. At the end of each semester final grades are reported which become part of the student's permanent record. Once a grade has been reported to the Registrar's Office, it may not be changed unless the change has been requested by the instructor and approved by the dean of the College. Students who think that a final grade may be inaccurate should begin by contacting the professor as soon as possible. Grade changes need to be submitted to the dean of the College for approval by no later than Roll Call of the subsequent semester.

Most coursework, independent study, and independent research work are graded on an A through F grading scale incorporating pluses and minuses. A student's cumulative average is based on letter grades received in Dickinson courses and at other colleges in the Central Pennsylvania Consortium (Franklin and Marshall and Gettysburg). Two other grading options, pass/fail and credit/no credit, exist and are explained below.

**A through F Grading:** All courses are offered for a letter grade unless otherwise listed in the bulletin or in the course offerings booklet. The letter grades reflect the achievement of Dickinson students in the following manner: A, exceptionally high level of achievement; B, substantial level of achievement; C, satisfactory level of achievement, the minimum average grade required for graduation; D, minimal level of achievement required to receive course credit; F, unacceptable level of achievement. Plus (+) and minus (-) are gradations of the letter grade scale.

A student's cumulative average is based on the numerical value assigned to letter grades:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

**Pass/Fail Grading:** The pass/fail grading system in courses for academic credit is an option intended to encourage students to venture into new intellectual fields. This option is available on a limited basis to students after the first semester of their freshman year.

Under this system, "pass" is defined as work of a quality earning a grade of at least "C" and "fail" is defined as work of a quality earning a grade of "C-" or below unless the instructor indicates a different criterion for the grade of "pass." Taking a course on the pass/fail basis requires approval of the instructor. It is the responsibility of each individual instructor to indicate at the beginning of the course the standards for passing and failing work in that course. Some departments may prohibit use of the pass/fail option in specific courses and, normally, pass/fail work should not be included among courses taken for the major or minor program requirements. In courses numbered 300 and above, pass/fail may be taken by permission of the instructor only. Courses taught on the credit/no credit system may not be taken on a pass/fail basis. Students may take no more than one course on a pass/fail basis each semester and no more than a total of four pass/fail courses among the 32 required for graduation. Changes to or from a pass/fail grading basis must be made during the add/drop period.



**Credit/No Credit Grading:** Credit/no credit grading, in contrast to the pass/fail system, is not the student's option. Each semester a few courses are offered on the credit/no credit basis at the request of the instructors and with the approval of the Committee on Academic Standards. All students registering for a course offered for credit/no credit will be evaluated on that basis. Mastery of the course's objectives is considered a satisfactory completion of the course and results in a grade of "credit." Failure in the course results in a grade of "no credit." Normally, internships are offered on a credit/no credit basis. As with the pass/fail system, neither grade results in a change to the student's cumulative average. The option to enroll in credit/no credit courses is open to all students including first-semester freshmen (except internships, normally limited to juniors and seniors) with no maximum number of credit/no credit enrollments.

**Incomplete Grades:** A grade of "incomplete" may be reported only in cases in which illness or other serious emergency has prevented the student from completing the work for the marking period. No incomplete is in effect until a form has been filed with the registrar that states the reasons under which it has been granted, contains an evaluation of the student's work to the date of the incomplete, and is signed by both student and instructor. An incomplete may not be reported because of negligence or procrastination on the part of the student. An incomplete grade must be cleared before Roll Call of the following semester unless an exception is granted by the Committee on Academic Standards. In every case, the incomplete must be cleared before the end of the second semester following. If an incomplete has not been cleared within stipulated time limits, the appropriate grade indicating a lack of satisfactory completion will be recorded.

**Grades in Year Courses:** Independent Study and Independent Research registered for year-long activity, as well as several senior seminars, may receive either a letter grade for the term or an "S" grade with course credit. Upon completion of the second semester, an "S" grade may be converted to a letter grade along with the second semester's letter grade and credit.

**Course Failure:** A letter grade of "F," a "fail" under the pass/fail system, or a "no credit" under the credit/no credit system are all evaluations expressing failure in a course. The letter grade of "F" results in a reduction of the cumulative average, while "fail" and "no credit" do not change the average. A failed course may be retaken for credit. In the case of letter-graded courses, both the original grade and the new grade are calculated in the average. All failing grades continue to appear on the student's academic record regardless of course repetition.

**Progress toward the Degree:** Normally, students complete either the B.A. or the B.S. degree programs in eight semesters by taking four courses per semester. Students are expected to meet all requirements for graduation in effect at the time of their matriculation. Responsibility rests with the student for the election of such courses as will satisfy the requirements of the College for graduation.

A minimum of 16 courses must be taken on the Dickinson campus. A Student must be accepted for a major field of concentration by the time he or she earns junior standing. A student who does not have a declaration of a major on file in the Registrar's Office by the end of the semester in which the sixteenth course (counting towards the degree) is completed may be required to withdraw from the college. Six of the last eight or the last four courses in a student's program must be taken on campus in order to fulfill the senior residence requirement. All course work taken at other institutions after admission as a degree candidate must have prior approval from the Registrar (for domestic study during summer school) or the Associate Dean for International Education (for international study at any time during the year and domestic study for an academic semester). A student must be in good standing and obtain prior approval to study at another institution during the academic year. Approval for this status can be granted for one semester or one year. Students may transfer up to one full year of academic work (a total of 9 courses) if prior approval of the program has been obtained.

**Minimum Standards** The faculty assumes that every student admitted to Dickinson will be able to qualify for graduation. However, the opportunity to continue at Dickinson is a privilege that a student must earn by academic achievement. A student who fails to meet the minimum grade point average for his or her class will be required to withdraw unless the Committee on Academic Standards takes action other-



wise. Dickinson College reserves the right, at any time, to require withdrawal from the College of any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such action. Action by the Committee on Academic Standards may include a warning or placing a student on academic probation.

The minimum average for a freshman to be in good academic standing is 1.75. At the end of the first semester of the freshman year students falling below 1.75 will be placed on academic probation for the following semester. At the end of the second semester of the freshman year students with cumulative grade point averages below 1.75 will be required to withdraw. Sophomores must achieve a minimum grade point average of 2.00. Sophomores who have below a 2.00 at the end of the first semester of the sophomore year will be placed on probation for the second semester. Sophomores with below a 2.00 at the end of the sophomore year will be required to withdraw. Juniors and seniors must have a cumulative average of 2.00. Juniors and seniors with cumulative grade point averages below 2.00 will be required to withdraw from the College. In order to graduate a senior must have a minimum grade point average of 2.00. A student on probation must show significant improvement during the semester of probation in order to remain at the College.

In addition to maintaining a minimum grade point average, students are expected to make satisfactory quantitative progress toward the completion of degree requirements. Full-time students are normally expected to complete at least 4 courses each semester and to progress one grade level each year. Evaluation of progress occurs at the end of the academic year when grades for spring semester are posted. Freshmen become sophomores when seven courses creditable toward graduation are completed. Sophomores achieve junior status after 15 courses and juniors become seniors after 23 courses. For students who fail to progress one grade level and for part-time students, satisfactory academic progress will be measured by comparing the number of courses attempted to the number completed successfully. Attempted courses include all withdrawals, incompletes, and failures. To be considered to be progressing satisfactorily, students must have completed successfully the following percentage of courses attempted:

Freshmen - 60 percent

Sophomores - 70 percent

Juniors, Seniors - 80 percent

The Committee on Academic Standards interprets and applies these standards on a case-by-case basis at the end of each semester. The Committee on Academic Standards may warn a student if his or her semester average falls below the minimum required cumulative grade point average even when the cumulative average allows the student to remain in good academic standing; continued performance at current level would remove student from good academic standing.

The Committee on Academic Standards may place a student on academic probation if the student has proven ability to achieve the established probationary average; a low semester average does not include any failing grades; or while on probation the student's average meets or exceeds the established probationary average when the cumulative average remains below the minimum for good standing.

A student with three consecutive semesters with averages below 2.00 will be required to withdraw from the College, even if his or her cumulative grade point average remains above a 2.00. Students on academic probation are determined to be making satisfactory progress for the purpose of receiving financial aid.

**Dean's List** Full-time degree-seeking students who, in a given semester, earn a superior academic average are named to the Dean's List. Academic qualification for inclusion on the Dean's List requires that the student earns a 3.70 academic average for the semester, with no grades lower than a C- and no incomplete grades. A minimum of three courses must be completed for a grade, and the student must have a cumulative grade-point average greater than 2.00.



**Credit for Course Work at Other Institutions** Course work submitted by transfer students is evaluated by the registrar after a preliminary and tentative appraisal has been performed by the admissions counselor. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of "C" (2.00 on a 4.00 scale) or better have been earned. A maximum of 16 courses may be accepted for transfer. Transfer students must then complete the remaining 16 courses toward graduation on campus.

Dickinson students who desire to study away from campus for summer study or during the academic year must obtain prior approval of the program of study. In general, the same conditions for acceptance of proposed courses apply as described above for transfer students. Students in good academic standing may receive up to a total of four transfer course credits for summer or January-term study at other approved institutions; they may be taken in a combination of one or more summers. Off-campus study during the academic year is normally limited to a maximum of four courses for one semester or eight courses for a full academic year.

In addition, off-campus study in the senior year, if it precludes a student from being on campus for six of the last eight courses, or the last four courses, preceding graduation, requires special approval from the Committee on Academic Standards. Special approval is also necessary for participation in more than two semesters of study off campus or for participation in more than one off-campus program.

Final determination of credit and satisfaction of Dickinson distribution and language requirements will be determined by the registrar.

## CHANGES IN STUDENT STATUS

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**Leave of Absence** An approved leave of absence for one semester or one year enables a student to maintain enrollment at the College but does not permit any academic work to be taken for subsequent transfer credit. This status may be granted by the student's class dean and is subject to renewal. Students who return on schedule do not need to apply for formal readmission. Students should contact their class dean to obtain the appropriate forms and information and to schedule an exit interview.

A voluntary leave of absence may be granted prior to the date of Roll Call for any given semester. "W" (for withdrawal) grades will be recorded in lieu of a regular grade for all registered courses. A student may be required by the dean of the College to take up to one semester's leave of absence if such action is judged to be in the student's academic interest.

**College Initiated Medical Leave of Absence** Dickinson College reserves the right to require a student to take Medical Leave of Absence (MLOA). This supercedes voluntary leaves of absence and/or withdrawal. The Dean of Students may require a Medical Leave of Absence at any time it is deemed necessary to protect the student, other students, members of the College community or the interests of the College itself.

MLOA may be required when:

- A student demonstrates danger to himself/herself or others because he/she attempts or threatens suicide or homicide or engages in a behavior that threatens or could cause imminent life-threatening bodily harm to himself/herself or others.
- A student demonstrates danger to himself/herself or others because he/she evidences symptoms of psychosis and/or mania.
- A student refuses or is unable to cooperate with a recommended evaluation or treatment procedure that the Dean considers necessary to provide reasonable assurance of the safety of the student or others in the community.

The Dean of Students will make the final decision regarding college initiated MLOA. The Dean of Students will consult with professionals from Counseling and/or Health Services in order to arrive at a decision regarding medical leave. Input from professionals outside the College's employ will not be con-



sidered unless specifically solicited by the Dean. The student will be given verbal and written notification of MLOA status as soon as possible. The length of any MLOA will be determined on a case-by-case basis depending upon the circumstances surrounding the leave.

When a student who has been on MLOA wishes to return to the College, he/she must notify the Dean of Students in writing. The student will not be permitted to return to the College until the Dean is satisfied that the condition(s) necessary for return have been met. As a condition of return, the Dean of Students may require or encourage continued treatment during the student's period of enrollment to facilitate reentry into the College community and to assist the student in negotiating the demands of the environment.

**Withdrawal** Withdrawal from the College, whether voluntary, required, or administrative, discontinues one's enrollment as a degree candidate. A student who withdraws and later wishes to return must make formal application to the registrar for readmission. If the student's average was below the minimum class standard, the application will be considered by the Committee on Academic Standards. When possible, the student's academic adviser at the time of withdrawal will be consulted as a part of the committee's consideration of an application for readmission. If the student was required to withdraw for non-academic reasons, the application process will normally also include a clearance interview with a member of the counseling staff, as well as the possibility of additional documentation being required. Any conditions set forth by the College when the withdrawal became effective must be satisfied at the time of reapplication.

*Voluntary:* A student may withdraw voluntarily at any time, with "W" grades being recorded for all registered courses if the withdrawal is made on or before the last day of classes. If withdrawal is made during the final examination period, regular grades will be recorded. Students should contact their class dean to obtain the appropriate forms and information and to schedule an exit interview. Ordinarily, students must wait a full semester (not a summer session) after withdrawing from the College before making reapplication. Students who wish to reapply sooner must petition the Committee on Academic Standards.

*Required:* Students whose academic average falls below the minimum standards for their class are required to withdraw. The Committee on Academic Standards may make an exception and allow a student to continue enrollment on academic probation for which special requirements are established. A student may be eligible to apply for readmission by attending an accredited institution for one semester (not a summer session) with a full program of study approved in advance by the Office of Academic Affairs and the Committee on Academic Standards, attaining a minimum average of 2.25, and having no grades lower than a C. Military service or satisfactory employment for at least one year may be substituted for a semester of academic work. *Note:* See below for additional criteria for readmission.

*Administrative:* Students who fail to register or to check-in at the beginning of the semester and who do not inform the Registrar's Office of their plans will be administratively withdrawn. Such students may apply for readmission.

**Readmission** Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the registrar prior to May 15 for the fall semester and prior to November 15 for the spring semester. If the student's average was below the minimum class standard, the application will be considered by the Committee on Academic Standards. When possible, the student's academic adviser at the time of withdrawal will be consulted as a part of the committee's consideration of an application for readmission. If the student was required to withdraw for non-academic reasons, the application process will normally also include a clearance interview with a member of the counseling staff, as well as the possibility of additional documentation being required. Any conditions set forth by the College when the withdrawal became effective must be satisfied at the time of reapplication. A student who is readmitted must meet requirements in effect at the time of readmission.

Favorable action in readmission, either by an individual or a committee, does not necessarily constitute a guarantee of a space in the College. It is quite possible that a student applying for readmission might have fulfilled all requirements or conditions for readmission but still be denied access to the college for a particular semester or year because of space limitations.



A student who is absent from the College at least three years, and who is readmitted and successfully completes the equivalent of at least two semesters of work on campus, may petition the College committee on Academic Standards to have course credits toward graduation and cumulative grade averages based only on work accomplished after the second matriculation. "Successful completion" will mean the attainment of at least a 2.00 average, or a higher probationary average, as stipulated by the committee.

**Dismissal** A student required to withdraw for a second time for academic reasons is dismissed from the College without the privilege of readmission at any time.

### INFORMATION FOR STUDENTS NOT ENROLLED FOR A DICKINSON DEGREE

A non-degree student may be part-time (fewer than three courses) or full-time (between three and four courses) depending on the circumstances of admission. This status can be changed only by agreement with the office that admitted the student.

Non-degree students who are attending Dickinson while enrolled in another institution must be in good academic standing at their home school and have the recommendation of the appropriate official responsible for approval of their program. It is the responsibility of such students to obtain all advice necessary regarding their course selections and various grading options from their home institution.

**Conversion to Degree Status** Non-degree students may apply to the Office of Admissions for degree status. If approved, all coursework completed at Dickinson will be accepted toward the degree, provided that the student has more than 12 courses remaining to graduate. At least 12 courses must be taken while enrolled for a degree and with an approved major field of concentration. A minimum of 16 courses must be taken at Dickinson. In general, coursework taken at accredited colleges or universities that parallels the curriculum at Dickinson is transferable provided grades of C (2.00 on a 4.00 scale) or better have been earned. In general, the student must meet all requirements for graduation in effect at the time of acceptance.



## STUDENT LIFE AND SERVICES

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At Dickinson College the living/learning environment extends far beyond the limits of the classroom, library, or laboratory. Whenever and wherever students congregate with their peers or with other College community members, there is conversation and collegiality. The mix of faculty, staff, and students from varied backgrounds and disciplines shapes Dickinson campus life. Learning occurs in the classroom, on the athletic field, in the art studio, in the social lounge, and in the residence hall, from early in the morning until late at night.

As members of the Dickinson College community, students are expected to conduct themselves in a manner consistent with the pursuit of the College's educational objectives and conducive to the health and safety of others. All students are expected to be familiar with the policies in the Student Handbook and Planner and the Student Code of Conduct printed and distributed annually by the Office of the Dean of Students. Dickinson subscribes to the principles of the AAUP Joint Statement on Rights and Freedoms of Students and seeks to regulate student conduct only in those areas relevant to the College's function as an academic institution.

### RESIDENTIAL LIFE

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All full-time, matriculated students are required to reside in College-operated housing and participate in a College board plan. Part-time students desiring College housing will be accommodated if space permits. Most Dickinson students remain on campus on weekends, choosing to take part in the wide range of co-curricular and extracurricular activities offered by the College under the auspices of academic departments, Athletics, and the offices that comprise Student Life.

Full-time professionals provide leadership for the residential life program: four live in apartments on campus. In addition, a student staff of approximately 75 resident advisers, house/apartment managers, and community advisers provide support and assistance to students living in the residence halls. In order to meet the changing needs of students through their years at Dickinson, housing options range from residence halls with 40 to 200 students to small houses, suites, and apartments. The majority of residences are co-ed. Most students live in double, triple, or quad rooms; a few live in single rooms.

Several smaller residence halls and houses are organized in support of special interests. Learning communities are encouraged, and students who wish to live together in special interest housing and participate in programming related to a particular theme may apply. For housing purposes, Greek-letter social organizations are considered special interest groups. Residential Life establishes criteria and assigns space as available for special interest groups.

Resident students in most housing assignments (traditional buildings, suites, small houses) may choose between two board plans (included in the room and board fee) and dine cafeteria style. Students living in apartment style housing, and paying the apartment room rate, may choose another board plan. Students can use their meal cards and declining balance accounts at different times throughout the day at the Underground Coffee Bar and the Union Station Snack Bar. More information about meal plans can be found by contacting Dining Services.

### STUDENT ACTIVITIES

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Students at Dickinson participate in a wide array of activities on campus including participation on the all-College committees. Co-curricular opportunities enable students to develop and strengthen their values and interests through intellectual, athletic, cultural, and social experiences. Determining budget priorities for student organizations, establishing campus policies, planning campus-wide events, and interviewing candidates for faculty and administrative positions provide students with meaningful learning experiences which involve them in the decision-making processes of the College.



The Student Senate is the student representative governing body. Senators are elected annually based on their class year. The officers and senators serve as liaisons with the student constituency, administration, and faculty, and as student representatives on all-College committees.

Through allocation of the Student Activities Fee, the Student Senate funds a wide range of student clubs and organizations which support the common interests and activities of their members and provide seminars, speakers, tournaments, trips, and programs for the entire campus community. As initiators, officers, chairpersons, and committee members of organizations, students develop and exercise interpersonal and organizational skills while creating their own opportunities for recreation and entertainment. The Office of Student Activities and Office of Greek Life provide staff and resources, which support student involvement. Additionally, bus trips to New York City, Philadelphia, and Washington, D.C., and the surrounding area, are offered throughout the year and often include musical performances, visits to museums, and other special events.

### GREEK LIFE

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There are a variety of social organizations, including fraternities and sororities, to participate in at Dickinson College. Many students find the Greek system to be a forum in which to meet people, make lasting friendships, develop leadership skills, and serve the community.

Approximately 23% of Dickinson College students are members of one of the eight fraternities (Delta Sigma Phi, Kappa Sigma, Phi Delta Theta, Phi Kappa Psi, Phi Kappa Sigma, Sigma Alpha Epsilon, Sigma Chi, and Theta Chi) or four sororities (Delta Nu, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi). Dickinson College students may join a fraternity beginning in the spring of their freshmen year, or a sorority in the fall of their sophomore year.

Although Greek organizations are social groups, they also give students the opportunity to develop leadership, participate in service to the Dickinson and Carlisle communities, and network with current and former Greeks. The Office of Greek Life also provides additional opportunities for social and educational development with programs such as, Greek Life Lunches, Greek Gala, Greek Week, as well as other Greek-focused speakers and activities.

### INTERCOLLEGIATE ATHLETICS

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On the court and on the playing field, in the classroom and in the laboratory, student athletes at Dickinson are determined to excel. Dickinson athletes compete at the NCAA Division III level in 23 varsity sports, 11 for men (including baseball, basketball, cross country, football, golf, indoor and outdoor track and field, lacrosse, soccer, swimming, and tennis), and 12 for women (including basketball, cross country, field hockey, golf, indoor and outdoor track and field, lacrosse, soccer, softball, swimming, tennis, and volleyball). The College is a founding member of the prestigious Centennial Conference.

The Red Devils athletic philosophy matches the College's spirit of academic challenge. Excellent coaching and training facilities provide a setting in which student athletes can develop both as players and individuals.

For the dedicated Dickinson student athletes, the rewards of athletic participation are both immediate and enduring. Dickinson provides men and women the opportunity to reach their athletic and academic potential. The intercollegiate athletic offerings not only provide a balance to Dickinson's rich and demanding intellectual life but also help promote a sense of community. Dickinson athletics foster the learning and growing process that strengthens skills in leadership, diplomacy, discipline, teamwork, and perseverance.

Dickinson graduates value these essential skills and apply them intelligently for success in the workplace, graduate study, and volunteer settings. In the long term, the experience of athletic competition plays an integral role in the future of the Dickinson graduate.



# STUDENT ORGANIZATIONS

\*Indicates professionally directed co-curricular program

## Club Sports:

Cheerleading Squad  
Equestrian Club  
Fencing Club  
Ice Hockey Club  
Ski Club  
Men's Volleyball Club  
Ultimate Frisbee Club

## Community Service:

Alpha Phi Omega  
Alternative Spring Break  
America Reads  
Best Buddies  
Big/Little Program  
Carlisle Tutoring Program  
Circle K  
Habitat for Humanity  
Admissions Host/Hostess Program

## Non-Academic Honorary Societies:

Omicron Delta Kappa  
Raven's Claw  
Wheel and Chain

## Language Interest:

French Club  
German Club  
Italian Club  
Russian Club  
Spanish Club

## Media:

Microcosm Yearbook  
The Dickinsonian Newspaper  
WDCV 88.3 FM

## Performing Arts:

College Choir \*  
College-Community Orchestra \*  
The D-Tones  
Dance Theatre Group \*  
Collegium \*  
Jazz Ensemble \*  
Looking Glass Theater  
Mermaid Players \*  
The Octals  
The Syrens  
Symphonic Band \*

## Religious:

Catholic Campus Ministry  
Dickinson Christian Fellowship

## Hillel

Lutheran Student Movement  
Presbyterian Campus Ministry  
United Methodist Campus Ministry

## Special Interest:

African American Society  
All-College Formal Committee  
Amnesty International  
Anthropology Club  
Asian Social Interest Association  
Astronomy Club  
BACCHUS  
Belles Lettres \*  
Biology Club  
Campus Activities Board  
Chemistry Club  
College Bowl  
College Democrats  
College Republicans  
Concert Committee  
Earth Now!  
Flickheads  
Gaming Club  
Geology Club  
International Club  
Italian Club  
Latin American Club  
Mathematics and Computer Science Club  
Middle Eastern Club  
Model United Nations  
Multicultural Club  
Outing Club  
PALS  
PANDORA  
Pre-Health Society  
Psychology Club  
Public Affairs Symposium  
Rotaract  
ROTC  
Russian Club  
Shambala  
Society for Law and Justice  
Speech and Debate Team  
Springfest Committee  
Student Alumni Council  
Students Interested in Sustainable Agriculture  
Students for a Free Tibet  
Students for Animal Welfare  
Treehouse  
Zatae Longsdorff Center for Women



## COUNSELING AND DISABILITY SERVICES

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The Office of Counseling and Disability Services is dedicated to the enhancement of healthy student development. Professional staff offers confidential, individual, and group psychotherapy and outreach services which help students with both general developmental issues and with specific personal or interpersonal difficulties.

Board-certified psychiatrists are available for students needing evaluation or medication. Assessment and referral are provided for students who may be abusing alcohol or other drugs. In conjunction with the Public Safety Office and the Office of Residential Life, 24-hour crisis intervention services are available for students facing psychological emergencies.

Dickinson College is firmly committed to the principle of providing reasonable accommodation for students with disabilities. To obtain information about services available, please contact the Coordinator of Services for Students with Disabilities in the Office of Counseling and Disability Services.

## STUDENT HEALTH SERVICES

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Registered nurses, nurse practitioners, and physicians staff the Health Center which provides the following services: primary health care for ill or injured students, gynecological services, limited laboratory services, administration of allergy injections, anonymous HIV testing, self-care center for colds, referrals to community specialists as needed, etc.

In order for the student to realize a full and rich academic and social experience, free from illness, injury, or unexpected and potentially overwhelming medical expenses, the College requires all students to have health insurance. The College offers a comprehensive policy at a very reasonable rate, which is automatically billed to your account. If you wish to waiver out of the insurance, you may complete a waiver card demonstrating comparable coverage. Students who hold citizenship from countries other than the United States will be required to have the College-sponsored health insurance.

Carlisle Regional Medical Center is within walking distance of the College. The emergency department is open and staffed 24 hours a day. The Public Safety Office will provide transportation to and from the hospital if necessary.

In the State of Pennsylvania if a person is 18 years of age, or has graduated from high school, they are considered adults in the eyes of the law regarding their medical care. There are strict medical confidentiality laws that prohibit any information being released regarding a patient visit without the written consent of the patient. Written consent to release information and to whom must be signed at the time of the visit. A blanket consent form signed prior to the visit is not legally binding and will not be recognized.

Dickinson College requires all students to have adequate health insurance. The college will automatically bill students for this coverage in the fall and in the spring, unless the student provides evidence of comparable or better coverage and submits this information on a waiver form to the Office of Student Accounts each year.

## PUBLIC SAFETY

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The Dickinson campus is protected by modern security technology and a staff of seven full-time uniformed and armed public safety officers. All public safety officers give daily reports to the Department of Physical Plant on security-related items after nightly rounds and checks of all campus facilities and grounds. The residential life staff also turns in requests for repairs to locks, doors, and windows, as well as for general maintenance. A summary of major and minor offenses which are known to the Dickinson College Department of Public Safety during the most recent three-year period is available upon request by currently enrolled students, employees, and candidates who have submitted a formal application for admission to the College. To receive a copy, write to the Admissions Office or the Human Resource Services



Office, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896.

The Public Safety Office prepares a booklet on security concerns and emergency procedures that is provided to all students soon after they arrive on campus. The Student Handbook and Planner and the Student Code of Conduct provides further information on student life policies and services. The department also has programs to educate community members on safety.

**Residence Hall Security** All College housing facilities are locked, requiring use of a key or keycard, 24 hours a day. Visitors may call the residents from a telephone intercom system outside most buildings to gain access. Windows have locks and some ground floor windows have security screens. All student rooms have individual locks for use by the occupants. During vacation periods, when the buildings are closed, outside door locks are plugged to prevent the use of ordinary keys.

Four full-time professional staff members supervise a paraprofessional staff of approximately 75 students. Residence hall staff receive training in using the in-house alarm systems for perimeter doors, and responding to emergencies. Staff members inform residents about the dangers of walking alone at night, and the wisdom of keeping doors locked. Students are encouraged to contact the Public Safety Office if they see someone suspicious.

**Notification** In the event of a serious security incident, notice is circulated to the entire campus community by the dean of educational services. All crimes committed at Dickinson College are reported to the Pennsylvania State Police in an annual uniform crime report. We maintain a close working relationship with the Carlisle Police Department and relevant information is exchanged routinely. An activity log which includes the names and addresses of those charged with crimes is maintained in the Public Safety Office. Incidents are listed with time references and locations; names and addresses of victims, complainants and witnesses are not included.

## A DIVERSE COMMUNITY

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As an institution of higher education, Dickinson College recognizes that breadth and depth in the pursuit of learning is enhanced by diversity within the student body, faculty, and administration. The quality of an education depends not only on the subject matter taught and the quality of the teaching, but also on the people with whom students share their learning experiences. Regular dialogue among students, teachers, and administrators, crucial to the teaching-learning process, is enhanced by diversity in a campus population. The more heterogeneous the participants racially, culturally, economically, and otherwise the wider is the range of ideas and perspectives.

A multicultural presence within a campus population makes possible a particularly significant kind of diversity. Students, faculty, and administrative staff who represent multicultural groups enable the college community to experience first hand the racial and ethnic variety of the society in which graduates of Dickinson will live and work. A multicultural presence helps all students better understand the problems and rewards of living with diverse groups. Familiarity with and increased sensitivity toward the cultural heritage, viewpoints, and values of diverse groups in society encourages growth in one's personal viewpoints and values.

The College, therefore, is strongly committed to recruiting students from historically under-represented groups. It seeks actively to appoint minority people and women to faculty, administrative, and staff positions. Several offices, groups, and organizations on campus work to promote diversity at the College. Among these are the Office of the Dean of Students which coordinates campus diversity efforts; the Office of Diversity and Social Justice which is a resource center for all students who wish to broaden their view of the world and/or enrich their cultural experiences; Pandora, a group concerned with issues of sexual orientation that provides resources for gay, lesbian, and bisexual members of the Dickinson community and general campus programming on these issues; and a presidentially appointed Commission on Diversity which seeks to encourage a climate favorable to diversity on campus. This climate constitutes an academic, cultural, and social environment celebrating a pluralism of ideas, values, and manners of living.



## CAMPUS DIVERSITY PROGRAMS

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The Office of the Dean of Students assists in the coordination of the College's programs that address issues of diversity in the curricular, co-curricular, and extra-curricular lives of students. Diversity at Dickinson includes the full range of human difference. Our focus is both domestic and international and includes consideration of race, class, gender, religion, sexual orientation, and other issues.

### OFFICE OF DIVERSITY AND SOCIAL JUSTICE

The Office of Diversity and Social Justice (ODSJ) at Dickinson College is a resource center charged with advancing Dickinson's commitment to building a pluralistic society that promotes equality and integrity on the campus, in the community, and in the world at large.

The Office of Diversity and Social Justice (ODSJ) provides individuals with the opportunity to broaden their views, enrich their cultural experiences, participate in diversity training workshops, voice their opinions, serve the community, and advocate for making Dickinson a place that welcomes individuality. In addition, the ODSJ collaborates with several constituencies at the college and in the community to fulfill its mission. The staff includes a full-time director, a graduate intern, an undergraduate student liaison with the Office of Global Education, and undergraduate diversity assistants. Each diversity assistant is responsible for coordinating a yearlong project. Projects include Crossing Borders Coordinator, POSSE Coordinator, Community Service Coordinator, Diversity Training Coordinator, Programming Coordinator, and ODSJ Publication Coordinator (Web page manager, and DID coordinator).

The staff provides peer mentors, promotes multiculturalism and diversity, and advocates for social justice. Through programming, training, and education we are building a community of world citizens, creating a supportive environment for individuals from diverse backgrounds, and improving Dickinson for all its members.

The ODSJ provides yearlong diversity programming and development for the campus and community. Some of our annual programs include a lecture series focused on a central theme, a multicultural/multinational expo, diversity training workshops, community service and outreach, cultural awareness programs, and coalition building. The ODSJ publishes a bi-monthly magazine, Diversity In Demand (DID). Each edition of DID focuses on a central theme that addresses issues relevant to college campuses and the global community. DID is available on stands in the Holland Union Building on campus or by subscription. The ODSJ houses the Martin Luther King Jr. library - a collection of books, magazines, journals, and videotapes developed by and for individuals from diverse ethnic backgrounds. This resource center is open to the campus and community.

The ODSJ collaborates with the Office of Religious Life and Community Services, which supports religious organizations, facilitates religious life for multi-faith groups, and offers opportunities to volunteer in the Dickinson and Carlisle communities. It also collaborates with the Office of Student Development, whose director serves as the College's Discipline System Administrator, the Student Life connection for Community Studies Center, Administrative Liaison to Academic Standards, and Chair of the Wellness committee. The ODSJ coordinates with diversity affiliates such as Amnesty International and International House. The ODSJ also works closely with and advises several student organizations on Dickinson's campus and provides support to United Flavors (an umbrella group made up of student organizations) which includes:

African-American Society

ASIA

Hillel

House of Umoja

Latin American Club

Middle Eastern Club

Multicultural Club

Pandora (GLBT group)

Shambala (Interfaith group)

Women's Center



## RELIGIOUS LIFE AND COMMUNITY SERVICES

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From its founding in both the Methodist and Presbyterian traditions, Dickinson College has encouraged the development of moral character, spiritual values, and practices.

Dickinson College strives to build an inclusive religious community reflective of our students, faculty, and staff. The College additionally strives to build a community where religious life is sacred, safe, discerning, inquisitive, and freely shared both in worship and learning experiences.

The College treasures its religious diversity and the richness this diversity brings. Students are encouraged to examine their own and others' religious heritages through courses in the Department of Religion, as well as through programs sponsored by the Office of Religious Life and Community Services. The College also partners with religious bodies in the greater Carlisle community to provide additional resources.

Dickinson Christian Fellowship, The United Methodist Student Movement, and The Lutheran Student Movement are some of the protestant fellowship meetings and small groups that meet weekly. Dickinson College has an active Orthodox Christian Fellowship group, as well as a newly organized Newman club that facilitates Roman Catholic services and other fellowship activities with the help of St. Patrick's Church. In the fall of 2002, the College will celebrate the opening of the Milton B. Asbell Center for Jewish Life where Shabbat services, education, fellowship, kosher meals, and public events will be held centering around Jewish life.

Numerous programs highlight special holiday seasons by various groups. A Religious Life emphasis week is held in the fall. The College celebrates an "Interfaith Service of Lights" at the end of the winter semester. An interfaith chapel on the ground floor of Old West, Durbin Oratory, serves as a place for meditation or small worship services. There is also a meditation room in the lower level of the Holland Union Building.

The Office of Religious Life additionally works to connect students with service opportunities both on campus and in the greater community to give religious life groups a tangible means to express their faith through service.

As the College continually strives to build an inclusive community of religious traditions for those who wish to embark on a journey of faith, the Office of Religious Life encourages and supports the formation of new groups that will further enrich the religious endeavors of the community.

## ZATAE LONGSDORFF CENTER FOR WOMEN

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The Zatae Longsdorff Center for Women, named after the College's first female student, was established in 1984 by a group of Dickinson faculty in order to raise awareness of women's issues on campus. Today the center provides a place for men and women to openly discuss ideas, interests, and experiences. The center sponsors many events including lectures, films, informal weekly discussion, Sexual Assault Awareness Week, and Women's History Month, and supports events in the Carlisle community. The Center and its programs are open to the entire Dickinson community.



## CAREER CENTER

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The Career Center provides comprehensive career services to all students and alumni, and specializes in helping students take advantage of the skills they develop through their liberal arts education. Students are encouraged to visit the Career Center throughout their four years at Dickinson to take advantage of all the opportunities available. Most career services are available to alumni as well.

### CAREER COUNSELING AND DEVELOPMENT ACTIVITIES

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Services available include career counseling & assessment, resume writing & cover letter assistance, practice interviewing, alumni networking, and an extensive career library with a complete section on international employment. Workshops are held throughout the year on such topics as international employment, summer jobs, getting into graduate school, and choosing a career. The Career Center sponsors a variety of programs that directly connect students and alumni for networking and information purposes including networking receptions and excursions to New York City, Washington, and other destinations. In addition to our office-based services, we offer an extensive web site with lots of career information including career opportunities related to specific majors, international employment information, and an online alumni networking program, Dickinson Works.

### RECRUITING SERVICES

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A full recruiting program is available to seniors which includes on-campus interviews, job fairs, virtual job fairs, and special recruiting events. In addition to the on-campus recruiting program which attracts employers from government, business, educational, and nonprofit settings, the Career Center sponsors off-campus recruiting days in Boston, Chicago, New York, Philadelphia, and Washington, DC. Students can interview with employers from across the country that offer excellent starting positions for liberal arts graduates. We also sponsor an annual regional job fair with employers from PA, NJ, DC, MD, and VA. Students interested in the recruiting programs should work closely with the Career Center staff while preparing their resumes, cover letters, and other application materials. All recruiting services are computerized and students can research their career plans 24 hours a day.

### INTERNSHIPS AND FIELD EXPERIENCES

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Internships are an excellent way to explore career choices and gain experience valued by employers and graduate schools. The Career Center coordinates a flexible program which offers students three options: non-credit field experiences, a credit-bearing internship sponsored by the faculty, or a credit-bearing Internship Seminar sponsored by the Career Center. (See [www.dickinson.edu/bulletin/internships.html](http://www.dickinson.edu/bulletin/internships.html) for further information.)

The Field Experience program gives students the opportunity to acquire experience in a variety of community settings including businesses, government agencies, and nonprofit organizations. Field experiences are flexible in terms of length and time of commitment and do not offer credit.

### GRADUATE AND PROFESSIONAL SCHOOL ADVISING

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Students planning to attend graduate or professional schools should seek the advice of their academic adviser and other faculty members in addition to contacting the Career Center. Preprofessional advisers in the areas of law, business, and the health professions are available to assist students with the decision-making process. The preprofessional programs are designed to support students in planning a curriculum and other experiences which will enhance their potential for successful entry into the graduate or professional school. These programs also afford numerous opportunities for students to participate in informative workshops, lectures, and activities which complement the academic component of their preprofessional



experience. Students pursuing these fields are encouraged to meet regularly with their preprofessional adviser or the Career Center's contact person.

Career Center services designed to assist students in their graduate and professional school search include: a comprehensive library of graduate and professional school materials, including guides to graduate programs; information on the standardized tests; catalogs from major graduate schools; and a computerized database of graduate programs; counseling and assistance with applications and school selection; and personalized assistance with standardized tests for graduate and professional study. In addition, the Career Center sponsors an annual graduate school fair which brings a variety of law, health-related, and other graduate programs to campus.

## ARTICULATION AGREEMENTS WITH GRADUATE AND PROFESSIONAL PROGRAMS

Dickinson College maintains articulation agreements with several graduate and professional programs. Under these agreements Dickinson students have an advantage in the admissions process; Dickinson students who meet the requirements stated in the agreements will be admitted to the programs. For information on each program see the Web site <http://www.dickinson.edu/departments/career/graduate.html>

### THE UNIVERSITY OF EAST ANGLIA

Master of Arts programs in the Humanities from their School of English and American Studies, School of Development Studies, School of Music, and School of World Art Studies and Museology.  
<http://www.dickinson.edu/career/archive/eastanglia.htm>

### AMERICAN UNIVERSITY

Master of Public Administration (MPA), Master of Public Policy (MPP)  
<http://www.dickinson.edu/career/archive/american.htm>

### BUSINESS SCHOOL OF THE UNIVERSITY OF TOULOUSE (SOCIAL SCIENCES)

Ecole Supérieure Universitaire De Gestion (ESUG)  
Master of Science in Accounting and Finance Techniques (MSTCF)  
Master of Management Science (MSG)  
<http://www.dickinson.edu/career/archive/toulouse.htm>

### THE MONTEREY INSTITUTE

Master of Business Administration in International Management (MBA)  
<http://www.dickinson.edu/career/archive/monterey.htm>

### GRADUATE SCHOOL OF MANAGEMENT OF RUTGERS UNIVERSITY

Masters of Business Administration Program in Professional Accounting (MBA)  
The program meets the requirements to sit for the Uniform Certified Public Accountants (CPA) examinations in both New York and New Jersey.  
<http://www.dickinson.edu/career/archive/rutgers.htm>

### AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT THUNDERBIRD (AGSIM)

Master of Business Administration in International Management (MBA)  
The program has a strong emphasis on international business and languages.  
<http://www.dickinson.edu/career/archive/t-bird.htm>

### JOHNS HOPKINS UNIVERSITY

Master of Arts in Teaching (MAT) <http://www.dickinson.edu/bulletin/education.html>



DICKINSON COLLEGE/PENNSYLVANIA STATE UNIVERSITY DICKINSON SCHOOL OF LAW  
Joint Baccalaureate and Law Degree Program <http://www.dickinson.edu/bulletin/studyus.html>

UNIVERSITY OF PENNSYLVANIA, RENSSELAER POLYTECHNIC INSTITUTION, AND CASE  
WESTERN UNIVERSITY.

Binary engineering programs <http://www.dickinson.edu/bulletin/studyus.html>

More information about internships, graduate school activities and career programs (including a list of employers visiting the Dickinson campus or available to our students through the Selective Liberal Arts College Consortium) is available at the Career Center. Please visit our Web site at:  
[www.dickinson.edu/career](http://www.dickinson.edu/career)



# BOARD OF TRUSTEES

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## OFFICERS

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 Inge Paul Stafford '58, B.A., M.A.T., M.A., Ed.D.  
 Ann M. Dykstra, B.A., M.A., Ph.D.  
 R. Russell Shunk, B.A., M.A.  
 Annette Smith Parker '73, B.A., M.B.A.  
 David S. Walker, B.A.

*Chairman*  
*Vice Chair*  
*Secretary*  
*Assistant Secretary*  
*Treasurer*  
*Assistant Treasurer*

Sidney D. Kline, Jr. '54, B.A., LL.B.  
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*Chairman Emeritus*  
*Secretary Emeritus*

## MEMBERS OF THE BOARD

First Elected      *Ex Officio*

1999      William G. Durden '71, B.A., M.A., Ph.D., President of the College, Carlisle, PA  
 1999      Richard A. Levie '66, B.A., J.D., Past President, Alumni Council;  
             ADR Associates, LLC, Retired Judge, Div. of the Superior Court, Washington, DC  
 2001      Anne W. Selden '65, B.A., President, Alumni Council; Manager, Sales Support,  
             Aetna U.S. Healthcare, Douglassville, PA

## EMERITUS MEMBERS

First Elected

1982      Joseph D. Brenner '39, Ph.D., M.B.A., Retired Chairman of the Board, AMP, Inc.,  
             Carlisle, PA  
 1990      Philip C. Capice '52, B.A., M.A., Retired President and Chief Executive Officer,  
             Raven's Claw Productions, Inc., Los Angeles, CA  
 1967      Robert W. Chilton '38, B.A., Business Consultant, Carlisle, PA  
 1959      John Milton Davidson '33, B.A., M.Ed., Retired Sales and Management  
             Consultant, O'Haret Co. and C. D. Stewart Associates, Radnor, PA  
 1991      H. Chace Davis, Jr. '50, B.A., Retired Managing Director, Chapin, Davis, and Company,  
             Inc., Baltimore, MD  
 1997      George C. Hering III '53, B.A., LL.B., Senior Partner, Morris, James, Hitchens & Williams,  
             Wilmington, DE  
 1979      Sidney D. Kline, Jr. '54, B.A., LL.B, Counsel, Stevens & Lee, Reading, PA  
 1954      W. Gibbs McKenney '39, Ph.B., J.D., LL.D., D.H.L., Retired Senior Partner, McKenney,  
             Thomsen & Burke, Baltimore, MD  
 1983      John F. Peters '52, B.A., President, Peters Orchard, Gardners, PA  
 1980      Wilbur M. Rabinowitz '40, Ph.B., J.D., Retired President, J. Rabinowitz & Sons, Inc. , New  
             York, NY  
 1958      Edward C. Raffensperger '36, B.S., M.D., Emeritus Professor of Medicine, Hospital of the  
             University of Pennsylvania, Philadelphia, PA  
 1982      Otto E. Roethenmund, B.A., President, Inter-Nation Capital Management Corporation, New  
             York, NY  
 1995      Paul L. Strickler '51, B.A., Retired Executive Vice President, Sprint/United Telephone-  
             Eastern, Carlisle, PA  
 1971;      Emil R. Weiss '53, B.A., M.B.A., Retired Chairman, Weiss Pollack Capital  
 1979      Management, Inc., New York, NY



- 1988 Robert J. Wise '53, B.A., Retired President, Keypoint Corporation, PA
- 1976 Thomas V. Zug '33, Ph.B., LL.B., Retired Vice President for Trust Administration,  
Provident National Bank, Gladwyne, PA

## TERM EXPIRES 2003

### First Elected

- 1987 Katharine E. Bachman '75, B.A., J.D., Senior Partner, Hale & Dorr, Boston, MA
- 1978 Henry D. Clarke, Jr. '55, President, Clarke Ice Cream Company, Vero Beach, FL
- 1993 Carolyn Wherly Cleveland '60, B.S., Retired Financial Manager, Greenwich Arts  
Council, Greenwich, CT
- 1997 Michael P. DeBlasio, B.A., Retired Senior Vice President for Finance, Loral Space  
Communications, Limited, New York, NY
- 1993 Louise Hauer Greenberg '54, B.S., M.A., Ph.D. Vice President, Ruderfer and  
Company, Inc., Carlisle, PA
- 1986 Paulette Goerig Katzenbach '68, B.A., Los Angeles, CA
- 1998 John M. Kohlmeier '56, B.A., M.B.A., D.B.A., Professor of Info Systems, DePaul  
University, School of Accountancy, Evanston, IL
- 1998 Michele Mahoney Richardson '85, B.A., Director Structured Credit Research,  
Freddie Mac, Arlington, VA
- 1991 Lawrence J. Schoenberg, B.A., M.B.A., Retired Founder and Chief Executive Officer, AGS  
Computers, Inc., Longboat Key, FL
- 1997 Bennett M. Shapiro '60, B.S., M.D., Executive Vice President, Merck & Company,  
Rahway, NJ
- 1991 C. Stewart W. Spahr '69, B.A., Assistant Vice President, Personal Banker Allegiance Bank of  
North America, Newtown Square, PA
- 1999 Alan D. Todd, B.S., Chairman and CEO, KnowledgePlanet.com, Mechanicsburg, PA

## TERM EXPIRES 2004

### First Elected

- 2000 Yale Asbell '78 B.A., J.D., President, Yale Asbell, P.C. Cherry Hill, NJ
- 1984 Walter E. Beach '56, B.A., M.A., Senior Fellow, Heldref Publications, Washington, DC
- 1978; John J. Curley '60, B.A., M.S., Prof. of Communications & Distinguished Professional-in-  
1984 Residence, Penn State University, College of Communications; Adjunct Faculty in  
International Business, Dickinson College; and Retired Chairman of the Board, Gannett Co.,  
Inc., Potomac, MD
- 2000 \*Thomas S. Davis '62, B.S., M.D., Owner/Reconstructive Surgeon Hershey Plastic  
Surgery Associates, Hershey, PA
- 1993 Sherwood D. Goldberg '63, B.A., M.A., J.D., Director, Worldwide Associates, Inc.,  
Washington, DC
- 1996 R. Lee Holz '57, B.A., LL.B., Founder/Director, Cat Rescue, Inc. Retired Vice  
President and General Counsel, Aluminum Company of America, Pittsburgh, PA
- 1994 Richard T. Ingram, B.A., M.A., Ed.D., President, Association of Governing Boards  
of Universities and Colleges, Washington, DC
- 1984 Constance W. Klages '56, B.A., President, International Management Advisors,  
Inc., New York, NY



- 1994 Eleanor Pocius Merrill '55, B.A., Associate Publisher, The Washingtonian, Capital-Gazette Communications, Inc., Washington, DC
- 2000 Jennifer Ward Reynolds '77, B.A., M.B.A., Vice Chair and Chief Investment Officer, Legg Mason Trust Co., Baltimore, MD
- 1982 Inge Paul Stafford '58, B.A., M.A.T., M.A., Ed.D., Retired Licensed Psychologist, Essex Fells, NJ
- 1990 Marc I. Stern '65, B.A., M.A., J.D., President, The TCW Group, Inc., Los Angeles, CA

\*Alumni Trustee

#### TERM EXPIRES 2005

##### First Elected

- 2001 Thomas L. Kalaris '76, B.A., M.B.A., Chief Executive Officer, Americas, Barclays Capital, Inc., New York, NY
- 1998 William P. Lincke '73, B.A., J.D., Partner, Beatty, Cramp, Kauffman & Lincke, Media PA
- 1995 Jonathan P. Murray '84, B.A., Vice President, Sales Manager, Legg Mason, Inc., Baltimore, MD
- 1985 Rosalyn K. Robinson '68, B.A., J.D., Judge, Court of Common Pleas, First Judicial District of Pennsylvania, Philadelphia, PA
- 1994 Stuart M. Rosen '62, B.A., LL.B., Partner, Weil, Gotshal & Manges, New York, NY
- 1975 Jack M. Stover '70, B.A., J.D., Managing Shareholder, Buchanan Ingersoll, P.C., Harrisburg, PA

#### TERM EXPIRES 2006

##### First Elected

- 2002 Wynne Stuart Amick '62, former Analyst, National Security Agency, Newtown, PA
- 2002 \*Lauren Roberts Bryant '83, B.A., Vice President/Midwest Region, Viacom Plus, Chicago, IL
- 1999 Sackett S. Cook '62, B.A., Towson MD, Regional Vice President, Sackett Cook & Associates, Towson, MD
- 1986 John C. Goodchild Jr. '67, B.A., M.B.A., Chairman and Chief Executive Officer, The Weightman Group, Philadelphia, PA
- 1994 Byron R. Koste '64 B.A., M.B.A., Director, Real Estate Center, University of Colorado at Boulder, Boulder, CO
- 1998 David C. Meade '62, B.A., OTMA, Retired Major General, United States Army, Burke, VA
- 1990 I. David Paley '61, B.A., Investor, Madison Partners, New York, NY

\*Alumni Trustee



# FACULTY

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The year of the first appointment to the College appears in parentheses at the end of each individual's title(s). Information is correct as of June 1, 2002.

**Richard L. Abrams**

*Visiting Assistant Professor of Psychology (2002)*. B.A., Trinity College, 1980; Ph.D., University of Washington, 2000.

**Mark C. Aldrich**

*Associate Professor of Spanish (1991)*. B.A., Hamilton College, 1981; M.A., Ph.D., University of Massachusetts, 1991.

**Begona Toral Aleman**

*Instructor in Spanish (2001)*. B.A., Universidad de Alicante (Spain), 1992; M.A., University of Rhode Island, 1994.

**Cathleen E. Anderson**

*Assistant Professor of Spanish and Portuguese (1996)*. B.A., Dickinson College, 1988; M.A., Pennsylvania State University, 1990; Ph.D., 1996.

**Tracy Anderson**

*Visiting Instructor in Theatre (2002)*. B.S., University of Minnesota, 1987; M.F.A., University of Hawaii, 1989; M.A., 1995.

**Stephanie B. Anderson**

*Assistant Professor of Political Science and International Studies (2000)*. B.S., Georgetown University, 1989; M.S., London School of Economics and Political Science, 1990; Ph.D., University of Cambridge.

**Rachelle M. Ankney**

*Visiting Assistant Professor of Mathematics (2002)*. M.A., Belmont University, 1994; Ph.D., The George Washington University, 2001.

**Teresa A. Barber**

*Associate Professor of Psychology (1993)*. B.A., California State University at Fresno, 1979; M.A. University of California at Berkeley, 1984; Ph.D., 1987.

**Charles A. Barone**

*Professor of Economics (1975)*. B.A., American University, 1971; Ph.D., 1978.

**Catherine A. Beaudry** (On leave 2001-02)

*Associate Professor of French (1987)*. B.A., Catholic University, 1975; M.A., Columbia University, 1980; M. Phil., 1985; Ph.D., 1987.

**Blanka Bednarz**

*Instructor in Music (2002)*. B.Mus., University of Kansas, 1994; M.Mus., New England Conservatory, 1997.

**William K. Bellinger**

*Associate Professor of Economics (1981)*. B.A., Michigan State University, 1972; M.S., Cornell University, 1975; Ph.D., Northwestern University, 1985.

**Ashfaq Bengali** (On leave Spring 2002)

*Associate Professor of Chemistry (1995)*. B.A., Carleton College, 1986; Ph.D., University of Minnesota, 1992.

**Gordon S. Bergsten** (On leave 2002-03)

*Associate Professor of Economics (1984)*. B.A., University of Washington, 1963; M.A., University of California at Berkeley, 1965; Ph.D., 1977. *Ganoe Award for Inspirational Teaching, 1997-1998*.



**Jennifer Blyth**

*Assistant Professor of Music (1997)*. B. Mus., Western Australia Conservatorium of Music, 1990; M. Mus., Eastman School of Music, 1993; D. Mus., 1997.

**Marcelo Borges** (on leave Fall 2002)

*Assistant Professor of History (1997)*. Licenciado en Historia, Universidad Nacional de La Plata, 1988; Professor en Historia, 1988; Ph.D., Rutgers University, 1997.

**Russell Bova**

*Professor of Political Science (1982)*. B.A., State University of New York at Buffalo, 1977; M.A., Indiana University, 1980; Ph.D., 1985.

**Robert J. Boyle** (On leave Spring 2003)

*Associate Professor of Physics and Astronomy (1981)*. B.A., Princeton University, 1971; M.Phil., Yale University, 1976; Ph.D., 1981.

**Jeffrey M. Brackett**

*Visiting Instructor in Religion (2002)*. B.A., University of California at Santa Barbara, 1985; M.Div., Princeton Theological Seminary, 1990.

**Grant W. Braught**

*Instructor in Computer Science (1997)*. B.S., Dickinson College, 1990. M.S., Pennsylvania State University, 1995.

**Thomas M. Brennan**

*Professor of Biology, Joseph Priestley Chair in Natural Philosophy (1978)*. B.S., University of Illinois, 1965; M.S., Rutgers University, 1975; Ph.D., 1977.

**Katharine S. Brooks**

*Part-time Associate Professor of International Business and Management, Director of Career Development and Advising (1984)*. B.A., Gettysburg College, 1976; M.S., West Virginia University, 1979; Ed.D., 1989.

**JoAnne Brown**

*Associate Professor of History, Associate Dean of the College (1999)*. B.A., Yale University, 1976; M.A. in History, University of Wisconsin at Madison, 1980; M.A. in Educational Policy, 1981; Ph.D., 1985.

**Kerry P. Browne**

*Visiting Assistant Professor of Physics* B.S., University of Louisville, 1996; M.S., Oregon State University, 1998; Ph.D., 2001.

**David D. Carter**

*Instructor in Military Science (2002)*. B.A., University of Phoenix, 1985; Major, Signal Corps. U.S. Army.

**Robert W. Cavenagh, Jr.**

*Associate Professor of Art and Education, Director of Instructional Technology (1972)*. B.A., Princeton University, 1965; M.Ed., University of Virginia, 1970; Ph.D., Indiana University, 1988.

**John-Paul Checkett**

*Assistant Professor of Psychology, Assistant Director of Counseling (1996)*. B.A., University of Notre Dame, 1989; M.A., 1993; Ph.D., 1994.

**Brandon Christensen**

*Visiting Artist Faculty (2001-02)*. B. Mus., North Carolina School of the Arts, 1990; M. Mus., SUNY at Stony Brook, 1998.

**Walter Chromiak**

*Associate Professor of Psychology; Associate Dean of the College (1979)*. B.A., Temple University, 1974; Ph.D., 1979.



**Adam Cohen**

*Visiting Assistant Professor of Psychology (2001-02)*. B.A., Dickinson College, 1994; M.A., University of Pennsylvania, 1997; Ph.D., University of Pennsylvania, 2000.

**David D. Commins** (On leave 2001-02)

*Professor of History (1987)*. B.A., University of California at Berkeley, 1976; Ph.D., University of Michigan, 1985.

**Daniel G. Cozort** (On partial leave 2002-03)

*Associate Professor of Religion (1988)*. B.A., Brown University, 1976; M.A., University of Virginia, 1983; Ph.D., 1989.

**R. David Crouch, Jr.**

*Associate Professor of Chemistry (1994)*. B.A., Duke University, 1978; M.S., Shippensburg University, 1985; M.A., Johns Hopkins University, 1988; Ph.D., 1991.

**Ward L. Davenny**

*Associate Professor of Art (1992)*. B.F.A., San Francisco Art Institute, 1977; M.F.A., Yale University, 1982.

**Sylvie G. Davidson** (on leave Spring 2002)

*Professor of Romance Languages and Literatures; Director of the Dickinson Center in Toulouse, 2002-03 (1979)*. Licence-ès-Lettres, Université de Montpellier, 1967; Maitrise d'Italien, 1968; Doctorat de Troisième Cycle, 1978. *Ganoe Award for Inspirational Teaching, 1995-1996*.

**Neil J. Diamant**

*Assistant Professor of Asian Law and Culture (2002)*. B.A., Hebrew University of Jerusalem 1988; M.A., University of Washington, 1991; Ph.D., University of California at Berkeley, 1996.

**Diane F. DiClemente**

*Assistant Professor of Psychology (2000)*. B.A., Shippensburg University, 1992; M.A., Immaculata College, 1995; M.A., Temple University, 1999; Ph.D., 2002.

**Barbara A. Diduk**

*Charles A. Dana Professor of Art (1980)*. B.A., College of William and Mary, 1973; M.F.A., University of Minnesota, 1978. *Dickinson Award for Distinguished Teaching, 1999-2000*.

**Mara E. Donaldson** (On leave 2002-03)

*Professor of Religion (1990)*. B.A., Wilson College, 1971; M.A., Vanderbilt University, 1974; Ph.D., Emory University, 1984. *Dickinson Award for Distinguished Teaching, 1998-1999*. *Ganoe Award for Inspirational Teaching, 2000-2001*.

**Lucile Duperron**

*Visiting Instructor in French (2000)*. B.A., Université Lumière-Lyon, 1988; M.S., 1991; M.A., University of Illinois at Urbana-Champaign, 1997.

**William G. Durden**

*Professor of German and of Education, President of the College, Lemuel T. Appold Foundation Chair (1999)*. B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

**Elena Dúzs**

*Assistant Professor of Russian (1997)*. M.A., Moscow State University, 1985; M.A., Ohio State University, 1988; Ph.D., 1996.

**Cyril W. Dwigins** (On leave Spring 2002)

*Associate Professor of Philosophy (1970)*. B.A., Aquinas Institute, 1955; M.A., 1956; Ph.D., Northwestern University, 1978.

**Philip J. Earenfight**

*Associate Professor of Art and Art History, Director of the Trout Gallery (2002)*. B.A., University of Washington, 1985; M.A., Rutgers University, 1990; Ph.D., 1999.



**Beverley D. Eddy**

*Professor of German* (1973;1983). B.A., College of Wooster, 1962; M.A., Indiana University, 1964; Ph.D., 1970.

**Benjamin R. Edwards**

*Assistant Professor of Geology* (2002). B.A., Carleton College, 1989; M.S., University of Wyoming, 1993; Ph.D., University of British Columbia, 1997.

**Ted Emery**

*Assistant Professor of Italian* (1997). B.A., Trinity College, 1979; M.A., Brown University, 1983; Ph.D., 1985.

**Kjell I. Enge** (On partial leave Spring 2002)

*Associate Professor of Anthropology* (1984). B.A., Northeastern University, 1964; Ph.D., Boston University, 1981.

**Stephen E. Erfle**

*Associate Professor of International Business and Management* (1989). B.S., University of California at Davis, 1977; B.A., 1977; M.A., Harvard University, 1981; Ph.D., 1983.

**Barry K. Farquhar**

*Instructor in Military Science* (2000). B.S., Troy State University, 1989; Major, Infantry, U.S. Army.

**Amy E. Farrell** (On leave 2002-03)

*Associate Professor of American Studies and Women's Studies* (1991). B.A., Ohio University, 1985; M.A., University of Minnesota, 1988; Ph.D., 1991.

**Susan M. Feldman** (On leave Spring 2003)

*Professor of Philosophy* (1980). B.A., Case Western Reserve University, 1974; M.A., 1976; M.A., University of Rochester, 1978; Ph.D., 1980.

**R. Leon Fitts**

*Asbury J. Clarke Professor of Classical Studies* (1972). B.A., Baylor University, 1963; M.A., University of Georgia, 1967; Ph.D., Ohio State University, 1971. *Ganoe Award for Inspirational Teaching*, 1976-1977.

**Richard J. Forrester**

*Instructor in Mathematics* (2002). B.S., Alfred University, 1995; M.S., Clemson University, 1997.

**Christopher A. Francese**

*Associate Professor of Classical Languages* (1996). B.A., Oberlin College, 1987; M.A., University of Texas at Austin, 1989; Ph.D., 1993.

**Michael J. Fratanuono**

*Associate Professor of International Studies, Business and Management* (1988). B.A., Brown University, 1974; M.A., University of Rhode Island, 1982; Ph.D., University of Washington, 1988.

**Judy A. Gill**

*Instructor in English, Director of the Writing Center* (1984). B.A., University of Arizona, 1965; M.A., Cornell University, 1969. *Dickinson Academic Professional Award*, 1999-2000.

**Amy L. Ginsburg** (On leave 2002-03)

*Associate Professor of Dance* (1991). B.A., Duke University, 1977; M.A., University of Illinois at Urbana, 1979; Ed.D., Temple University, 1996.

**Henry Goldschmidt**

*Luce Visiting Distinguished Scholar in Diaspora Studies* (2002). B.A., Wesleyan University, 1991; M.A., University of California at Santa Cruz, 1995; Ph.D., 2000.

**Philip T. Grier** (on leave Fall 2001)

*Thomas Bowman Professor of Religion and Philosophy* (1980). B.A., Swarthmore College, 1964; M.A., Balliol College, Oxford, 1966; Ph.D., University of Michigan, 1972.



**Kirsten A. Guss**

*John R. & Inge Paul Stafford Chair in Bioinformatics; Assistant Professor of Biology (2001).* B.A., Gettysburg College, 1989; Ph.D., Carnegie Mellon University, 1997.

**Nancy B. Hastings** (On leave 2002-03)

*Professor of Mathematics and Computer Science, Theodore & Catherine Mathias Chair in Mathematics and Computer Science (1980).* B.A., Douglass College, 1968; Ph.D., Rutgers University, 1978. *Lindback Award for Distinguished Teaching, 1989-1990.*

**Michael K. Heiman** (on leave Spring 2002)

*Professor of Environmental Studies and Geography (1989).* B.S., State University of New York at Stony Brook, 1971; M.S., Cornell University, 1975; M.A., University of California at Berkeley, 1978; Ph.D., 1983.

**Lynn E. Holding**

*Senior Artist Faculty in Voice (1993).* Artist Diploma, Indiana University, 1988.

**Marie Helweg-Larsen**

*Associate Professor of Psychology (2002).* B.A., California State University - Northridge, 1989; M.A., University of California - Los Angeles, 1990; Ph.D., 1994.

**John H. Henson**

*Associate Professor of Biology, John B. Parsons Chair in the Liberal Arts and Sciences (1989).* B.A., University of Virginia, 1979; M.S., Florida State University, 1983; Ph.D., Harvard University, 1989.

**Pamela J. Higgins**

*Visiting Assistant Professor of Chemistry (2002).* B.S., DeSales University, 1992; Ph.D., University of Notre Dame, 2000.

**Ann M. Hill**

*Professor of Anthropology (1986).* B.A., Columbia University, 1971; M.A., University of Iowa, 1974; Ph.D., University of Illinois, 1982.

**Alison D. Hirsch**

*Visiting Assistant Professor of American Studies (2001-02).* B.A., Harvard University, 1972; M.A., Columbia University, 1981; M.Phil., 1983; Ph.D., 1991.

**Sharon L. Hirsh**

*Charles A. Dana Professor of Art History (1974).* B.A., Rosemont College, 1970; M.A., University of Pittsburgh, 1971; Ph.D., 1974. *Ganoe Award for Inspirational Teaching, 1981-1982; Lindback Award for Distinguished Teaching, 1990-1991.*

**James M. Hoefler**

*Professor of Political Science (1989).* B.S., Syracuse University, 1977; M.A., State University of New York at Buffalo, 1987; Ph.D., 1988.

**Michael S. Holden** (On leave Fall 2002)

*Associate Professor of Chemistry, Alfred Victor duPont Chair in Chemistry (1989).* B.S., Allegheny College, 1980; Ph.D., Colorado State University, 1985.

**Kristin E. Holland**

*Visiting Assistant Professor of Classical Studies (2001-02).* B.A., College of the Holy Cross, 1993; M.A., University of Pennsylvania, 1997; Ph.D., 2001.

**Margaret Homberger**

*Assistant Professor of English (2001).* B.A., Bates College, 1994; M.A., University of Sussex, 1996; Ph.D., University of London, 2001.



**Etsuko Inoguchi**

*Visiting Instructor in Japanese Languages and Literature (1999)*. B.A., Nanzan University, 1996; M.A. University of Wisconsin at Madison, 1998.

**Christophe Ippolito**

*Visiting Assistant Professor of French (2001)*. Licence, Université de Paris IV - Sorbonne, 1986; Maitrise, 1992; M. Phil., Columbia University, 1995; Ph.D., 1998.

**Marvin Israel**

*Associate Professor of Sociology (1968)*. B.A., City College of New York, 1959.

**David P. Jackson**

*Assistant Professor of Physics (2001)*. B.S., University of Washington, 1989; M.A., Princeton University, 1991; Ph.D., 1994.

**Charles A. Jarvis**

*Professor of History; Director of the K. Robert Nilsson Center for European Studies in Bologna, 2002-04 (1969)*. B.A., DePauw University, 1963; M.A., University of Missouri, 1964; Ph.D., 1969; Diploma de Lengua y Cultura Hispanicas, University of Málaga, 1986.

**Grace L. Jarvis**

*Senior Lecturer in Spanish; Director of the Dickinson Semester/Year Program in Malaga, 2000-2004 (1972)*. B.A., DePauw University, 1966; M.A., University of Missouri, 1969.

**Dengjian Jin** (on leave 2001-02)

*Assistant Professor of International Business and Management (1997)*. B.S., Zhejiang University, 1983; M.S., Huazhong University of Science and Technology, 1986; Ph.D., George Mason University, 1998.

**Patricia Johann**

*Assistant Professor of Computer Science (2001-02)*. B.A., Reed College, 1985; Ph.D., Wesleyan University, 1991.

**Carol Ann Johnston** (On leave 2002-03)

*Associate Professor of English, Martha Porter Sellers Chair of Rhetoric and the English Language (1990)*. B.A., Baylor University, 1978; M.A., 1980; M.A., Harvard University, 1983; Ph.D., 1992.

**Christian B. Keller**

*Visiting Assistant Professor of History (2002)*. B.A., Washington and Lee University, 1994; M.A., The Pennsylvania State University, 1998; Ph.D., 2001.

**Marcus M. Key, Jr.**

*Associate Professor of Geology (1989)*. B.S., University of Texas at Austin, 1983; M.Phil., Yale University, 1986; Ph.D., 1989.

**Michael B. Kline**

*William W. Edel Professor of Humanities (French); (1968)*. B.A., Rutgers University, 1961; M.A., Brown University, 1962; Ph.D., 1971. *Lindback Award for Distinguished Teaching, 1979-1980*.

**Sinan Koont**

*Associate Professor of Economics (1986)*. B.A., Park College, 1963; M.S., University of Arkansas, 1966; Ph.D., University of Wisconsin at Madison, 1972; Ph.D., University of Massachusetts, 1987.

**Lorelei Koss** (On leave 2002-03)

*Assistant Professor of Mathematics (1998)*. B.A., Columbia University, 1989; M.A., 1992; Ph.D., University of North Carolina, 1998.

**David L. Kranz**

*Professor of English (1979); Regional Director of Major Gifts (1994-1997)*. B.A., Princeton University, 1964; M.A., University of California at Berkeley, 1971; Ph.D., 1977.



**Harry D. Krebs**

*Professor of East Asian Studies (1972)*. B.A., University of Nebraska, 1963; M.A., Temple University, 1974; Ph.D., 1978. *Lindback Award for Distinguished Teaching, 1987-1988; Gano Award for Inspirational Teaching, 1988-1989.*

**Joshua Kupetz**

*Visiting Instructor in English (2002)*. B.A., Dickinson College, 1996; M.F.A., Columbia University School of the Arts, 1998.

**W. Lance Landauer**

*Visiting Assistant Professor of Education (2001)*. B.S., Shippensburg University, 1966; M.Ed., 1967; D.Ed., University of Pennsylvania, 1982.

**Timothy A. Lang**

*Associate Professor of History, Director of the Dickinson Humanities Program in England, 2001-03 (1992)*. B.A., Williams College, 1977; M.A., University of London, 1978; M.A., Yale University, 1980; Ph.D., 1987.

**Christie L. Larochelle**

*Instructor in Physics and Astronomy (2001-02)*. B.S., Johns Hopkins University, 1995.

**Stephanie G. Larson**

*Associate Professor of Political Science (1992)*. B.A., University of Central Florida, 1981; M.S., Florida State University, 1983; Ph.D., 1987.

**Dominique Laurent** (On leave Spring 2003)

*Assistant Professor of French (1995)*. Licence, Universite Catholique de Louest, 1978; M.A., Vanderbilt University, 1985; Ph.D., Pennsylvania State University, 1996.

**Elizabeth Lee**

*Visiting Instructor in Art History (2000)*. B.A., Wake Forest University, 1990; M.A., University of Minnesota, 1993.

**Christopher W. Lemelin**

*Visiting Instructor in Russian (2001)*. B.A., Yale College, 1987; M.A., Yale University, 1994.

**Andrea B. Lieber**

*Assistant Professor of Religion (1998)*. B.A., Vassar College, 1989; M.A., Columbia University, 1993; M.Phil., 1995; Ph.D., 1998.

**Lisa J. Lieberman** (On leave 2001-03)

*Associate Professor of History (1991)*. B.A., University of Pennsylvania, 1978; M.A., Yale University, 1980; Ph.D., 1987.

**Susana P. Liso**

*Assistant Professor of Spanish (1999)*. B.A., Universidad de Navarra, 1990; M.A., Ohio State University, 1993; Ph.D., 2001.

**Carol C. Loeffler**

*Associate Professor of Biology (1988)*. B.A., Smith College, 1982; Ph.D., Cornell University, 1992.

**Karen E. Lordi** (On leave 2002-03)

*Associate Professor of Theatre (1999)*. B.A., Rutgers University, 1989; M.F.A., Yale University, 1992; D.F.A., 1997.

**John W. Luetzelschwab** (On leave 2001-02)

*Professor of Physics (1968)*. B.A., Earlham College, 1962; M.A., Washington University, 1968; Ph.D., 1968.

**Noel Luna**

*Assistant Professor of Spanish (2000)*. B.A., University of Puerto Rico, 1993; M.A., 1995; M.A., Princeton University, 1997; Ph.D., 2001.



**Christofilis Maggidis**

*Christopher Roberts Chair in Archaeology; Assistant Professor of Classical Studies (2001).* B.A., University of Athens, 1988; Ph.D., University of Pennsylvania, 1994.

**Lonna M. Malsheimer**

*Professor of American Studies (1975).* B.A., Pennsylvania State University, 1962; M.A., 1965; Ph.D., University of Minnesota, 1973. *Lindback Award for Distinguished Teaching, 1986-1987.*

**Marc Mastrangelo** (On leave 2001-02)

*Assistant Professor of Classical Studies (1997).* B.A., Amherst College, 1985; M.A., Wadham College, Oxford University, 1988; M.A., Brown University, 1995; Ph.D., 1996.

**Robert J. Massa**

*Professor of Education, Vice President for Enrollment, Student Life and College Relations (1999).* B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Mark N. Mazarella**

*Professor of Military Science (1998).* B.A., Wilmington College, 1981; M.S., U.S. Army Command and General Staff College at Fort Leavenworth, 1994; Lieutenant Colonel, Aviation, U.S. Army.

**Edward A. McPhail**

*Assistant Professor of Economics (1998).* B.A., Washington University, 1986; M.A., University of Virginia, 1989; Ph.D., University of Massachusetts-Amherst, 2001.

**Nancy C. Mellerski**

*Professor of French (1977).* B.A., State University of New York at Binghamton, 1966; M.A., University of Toronto, 1968; Ph.D., University of Chicago, 1980.

**Heather Merrill**

*Assistant Professor of Geography and Women's Studies (2000).* B.A., New York University, 1981; M.A., Columbia University, 1985; M.A., University of Chicago, 1992; M.A., University of California at Berkeley, 1995; Ph.D., 1999.

**Ted Merwin**

*Visiting Assistant Professor of Religion and Coordinator of the Hillel Program (2001).* B.A. in American Studies, Amherst College, 1990; M.A. in Theatre, Hunter College of the City University of New York, 1998; Ph.D., 2002.

**Irina Mikhaleva**

*Instructor in Russian (2001-02).*

**K. Wendy Moffat**

*Associate Professor of English (1984).* B.A., Yale University, 1977; M.A., 1979; M.Phil., 1981, Ph.D., 1986. *Ganoe Award for Inspirational Teaching, 1994-1995.*

**Windsor A. Morgan, Jr.**

*Associate Professor of Physics and Astronomy (1994).* B.A., Harvard College, 1986; Ph.D., Pennsylvania State University, 1994.

**Wolfgang Müller**

*Professor of German (1981).* Staatsexamen, Humboldt University, 1972; M.A., University of Wisconsin, 1976; Ph.D., 1983.

**Robert D. Ness**

*Associate Professor of English (1981).* B.A., Lehigh University, 1966; Ph.D., University of North Carolina, 1981.

**Pamela S. Nesselrodt**

*Associate Professor of Education and Director of Teacher Education (2000).* B.A., James Madison University, 1973; M.A., 1976; Ph.D., University of Virginia, 1989.



**B. Ashton Nichols**

*Charles A. Dana Professor of English Language and Literature (1988); Associate Dean of the College (1998-1999). B.A., University of Virginia, 1975; M.A., 1979; Ph.D., 1984. Lindback Award for Distinguished Teaching, 1992-1993. Gano Award for Inspirational Teaching, 1993-1994.*

**Susan F. Nichols**

*Associate Professor of Art, Associate Dean of the College, (1977). B.A., University of Iowa, 1960; M.A., 1967.*

**Jeffrey W. Niemitz**

*Professor of Geology (1977). B.A., Williams College, 1972; Ph.D., University of Southern California, 1977.*

**Sharon J. O'Brien**

*James Hope Caldwell Professor of American Culture (English and American Studies) (1975). B.A., Radcliffe College, 1967; M.A., Harvard University, 1969; Ph.D., 1975. Lindback Award for Distinguished Teaching, 1985-1986.*

**John M. Osborne** (On leave 2002-03)

*Associate Professor of History (1979). B.A., Rice University, 1974; M.A., Stanford University, 1976; Ph.D., 1979. Sears-Roebuck Teaching Excellence and Campus Leadership Award, 1990-1991.*

**Tullio Pagano**

*Associate Professor of Italian (1991). Laurea in Lettere, Università di Genova, 1981; M.A., University of Oregon, 1987; Ph.D., 1991.*

**Marc A. Papé**

*Assistant Professor of French (1999). B.A., Université D. Abidjan, 1986; M.A., 1987; M.S., Florida State University, 1989; Ph.D., 1998.*

**Brian S. Pedersen** (On leave Fall 2002)

*Assistant Professor of Environmental Science (1998). B.S., Harvey Mudd College, 1981; M.S., University of California at Davis, 1988; Ph.D., Oregon State University, 1992.*

**Susan Perabo**

*Associate Professor of English, Writer-in-Residence (1996). B.A., Webster University, 1989; M.F.A., University of Arkansas, 1994. Gano Award for Inspirational Teaching, 2001-2002.*

**Hans Pfister**

*Associate Professor of Physics, George Wesley Pedlow Chair in Pedagogy (1991). Staatsexam, Eberhard Karls Universität, 1981; Ph.D., University of California at Los Angeles, 1991.*

**Matthew Pinsker**

*Visiting Assistant Professor of History (2002). B.A., Harvard University, 1990; D.Phil., University of Oxford, 1995.*

**Anthony Pires**

*Associate Professor of Biology (1993). B.A., Harvard College, 1982; Ph.D., Cornell University, 1990.*

**Harold L. Pohlman**

*A. Lee Fritschler Professor of Public Policy, Professor of Political Science (1983). B.A., University of Dayton, 1974; Ph.D., Columbia University, 1982.*

**Noel Potter, Jr.**

*Professor of Geology (1969). B.A., Franklin and Marshall College, 1961; M.A., Dartmouth College, 1963; Ph.D., University of Minnesota, 1969. Lindback Award for Distinguished Teaching, 1978-1979.*

**Michael S. Poulton**

*Assistant Professor of International Business and Management (2000). B.A., University of Zagreb, 1970; M.A., University of Utah, 1973; M.B.A., New York University, 1977.*



**Robert W. Pound** (On leave Spring 2003)

*Assistant Professor of Music* (1998). B.M., University of North Texas, 1992; M.M., The Juilliard School, 1994; D.M.A., 1998.

**Theodore Pulcini** (on partial leave 2001-02)

*Associate Professor of Religion* (1995). B.A., Harvard College, 1976; M.A., University of Notre Dame, 1979; Th.M., Harvard Divinity School, 1982; Ph.D., University of Pittsburgh, 1994. *Ganoe Award for Inspirational Teaching*, 1998-1999.

**Karl D. Qualls**

*Assistant Professor of History* (2000). B.A., University of Missouri at Columbia, 1993; Ph.D., Georgetown University, 1998.

**Abraham Quintanar**

*Assistant Professor of Spanish* (2001). B.A., University of Scranton, 1993; M.A., University of Wisconsin-Madison, 1995, Ph.D., 2002.

**John S. Ransom**

*Associate Professor of Political Science* (1992). B.A., Columbia University, 1986; M.Phil., 1990; Ph.D., 1992. *Dickinson Award for Distinguished Teaching*, 1997-1998.

**Anthony S. Rauhut**

*Assistant Professor of Psychology* (2002). B.A., St. Louis University, 1993; Ph.D., University of Massachusetts-Amherst, 1999.

**Christopher A. Raup**

*Instructor in Military Science* (2000-02). B.S., Lock Haven University, 1990; Captain, Field Artillery, U.S. Army.

**Thomas L. Reed, Jr.** (On leave 2001-02)

*Professor of English* (1977). B.A., Yale University, 1969; M.A., University of Virginia, 1971; Ph.D., 1978. *Ganoe Award for Inspirational Teaching*, 1997-1998.

**George N. Rhyne** (On leave Spring 2003)

*Professor of History* (1965). B.A., Davidson College, 1961; M.A., University of North Carolina, 1963; Ph.D., 1968

**David S. Richeson**

*Assistant Professor of Mathematics* (2000). B.A., Hamilton College, 1993; M.S., Northwestern University, 1994; Ph.D., 1998.

**Richard A. Rischar**

*Assistant Professor of Music* (2000). B.M., Millikin University, 1990; M.A., University of North Carolina at Chapel Hill, 1993; Ph.D., 2000.

**Michael P. Roberts**

*Associate Professor of Biology* (1992). B.A., Colgate University, 1977; M.S., Miami University, 1979; Ph.D., Yale University, 1988.

**Oscar Robles-Cereceres**

*Visiting Instructor in Spanish* (2001). B.A., Universidad Autonoma de Chihuahua (Mexico), 1991; M.A., New Mexico State University, 1993.

**Alberto J. Rodríguez**

*Associate Professor of Spanish* (1990). B.A., Clark University, 1974; M.A., 1976; Ph.D., Brown University, 1987.

**Nestor E. Rodriguez**

*Visiting Instructor in Spanish* (2002). B.A., University of Puerto Rico, 1994.



**Gisela M. Roethke**

*Associate Professor of German and Women's Studies (1985)*. B.A., Washington State University, 1969; M.A., 1970; Ph.D., Harvard University, 1988.

**Kim L. Rogers**

*Professor of History (1983)*. B.A., Florida State University, 1973; M.A., University of Minnesota, 1976; Ph.D. 1982.

**Dieter J. Rollfinke**

*Professor of German (1964)*. B.S., Rensselaer Polytechnic Institute, 1963; M.A., Columbia University, 1966; Ph.D., Johns Hopkins University, 1977. *Lindback Award for Distinguished Teaching, 1981-1982*.

**Susan D. Rose**

*Professor of Sociology (1984)*. B.A., Dickinson College, 1977; M.A., Cornell University, 1982; Ph.D., 1984. *Dickinson Award for Distinguished Teaching, 2000-2001*.

**Andrew C. Rudalevige**

*Assistant Professor of Political Science (2000)*. B.A., University of Chicago, 1989; M.A., Harvard University, 1997; Ph.D., 2000..

**J. Mark Ruhl** (On leave Fall 2001)

*Glenn E. and Mary L. Todd Professor of Political Science (1975)*. B.A., Dickinson College, 1970; M.A., Syracuse University, 1972; Ph.D., 1975. *Lindback Award for Distinguished Teaching, 1988-1989*.

**Daniel T. Russo**

*Visiting Instructor in Mathematics (2002)*. B.A., Millersville University, 1995.

**Cindy Samet**

*Associate Professor of Chemistry (1988)*. B.S., Dickinson College, 1982; Ph.D., University of Virginia, 1988.

**David M. Sarcone**

*Visiting Assistant Professor of International Business and Management (2001)*. B.S., Pennsylvania State University, 1975; M.B.A., University of Pittsburgh, 1978.

**Melinda W. Schlitt**

*Associate Professor of Art History (1990)*. B.A., State University of New York at Purchase, 1981; M.A., Johns Hopkins University, 1983; Ph.D., 1991.

**J. Daniel Schubert**

*Associate Professor of Sociology (1996)*. B.A., Towson State University, 1983; M.A., University of Maryland, 1989; Ph.D., 1995.

**Cotten Seiler**

*Assistant Professor of American Studies (2002)*. B.A., Northwestern University, 1990; M.A, University of Kansas, 1998.

**Tyra L. Seldon**

*Assistant Professor of English and American Studies (1999)*. B.A., Butler University, 1995; Ph.D., University of Rochester, 2002.

**James A. Skelton**

*Associate Professor of Psychology (1981)*. B.A., Washington & Lee University, 1976; Ph.D., University of Virginia, 1981.

**Kristin E. Skrabis**

*Assistant Professor of Economics (1996)*. B.A., St. Lawrence University, 1987; M.S., University of Rochester, 1989; Ph.D., University of Massachusetts at Amherst, 1997.



**Gregory J. Smith**

*Associate Professor of Psychology (1981)*. B.A., Plymouth State College, 1977; M.A., State University of New York at Buffalo, 1980; Ph.D., 1981.

**T. Scott Smith**

*Professor of Physics and Astronomy (1969)*. B.A., Princeton University, 1963; Ph.D., University of Maryland, 1967.

**Yvette Smith**

*Visiting Assistant Professor of French (Spring 2001-Spring 2002)*. B.A., Chestnut Hill College, 1976; M.A., Bryn Mawr College, 1978; M. Phil., Yale University, 1987; Ph.D., 1989.

**Sharon M. Stockton** (On leave Fall 2002)

*Associate Professor of English and Director of Writing (1991)*. B.A., California State University at Fresno, 1985; M.A., 1987; Ph.D., University of Washington, 1991.

**David G. Strand** (On leave 2002-03)

*Charles A. Dana Professor of Political Science (1980)*. B.A., Lawrence University, 1971; M.A., Columbia University, 1973; M.Phil., 1974; Ph.D., 1979.

**Douglas T. Stuart**

*J. William Stuart and Helen D. Stuart Chair in International Studies, Business and Management; Director of The Clarke Center for the Interdisciplinary Study of Contemporary Issues; Adjunct Professor, U.S. Army War College; Professor of Political Science and International Studies (1986)*. B.A., Marist College, 1970; M.A., University of Southern California, 1974; Ph.D., 1979. *Ganoe Award for Inspirational Teaching, 1990-1991; Dickinson Award for Distinguished Teaching, 1995-1996.*

**Adrienne Su**

*Assistant Professor of English, Poet-in-Residence (2000)*. B.A., Radcliffe College, 1989; M.F.A., University of Virginia, 1993.

**Michiko Suzuki**

*Instructor in Japanese (2002)*. B.A., International Christian University of Tokyo, 1989; M.Phil., Cambridge University, UK, 1991; M.A., University of Tokyo, 1992.

**Regina M. Sweeney**

*Visiting Assistant Professor of History (2001)*. B.A., Tufts University, 1980; M.A., University of California-Berkeley, 1986; Ph.D., 1992.

**Jeffrey F. Taffet**

*Visiting Assistant Professor of History (2001)*. B.A., Franklin and Marshall College, 1991; M.A., Georgetown University, 1997; Ph.D., 2001.

**Barry A. Tesman**

*Associate Professor of Mathematics; Director of the Dickinson Science Program in England, 2002-04 (1989)*. B.S., Colby College, 1981; Ph.D., Rutgers University, 1989.

**Stephanie Thibeault**

*Visiting Assistant Professor of Dance (2002)*. B.F.A., Southwest Missouri State University, 1993; M.F.A., University of Maryland, 2002.

**Latifah Troncelliti**

*Visiting Assistant Professor of French (2001)*. B.A., University of Oregon; BFA, 1997; Ph.D., 2001.

**J. Brooks Tuttle**

*Assistant Professor of Education (2001)*. B.A., James Madison University, 1982; M.A., 1984; Ph.D., University of Virginia, 2001.

**Nicola Tynan**

*Assistant Professor of Economics (2001)*. B.A., University of York, 1991; M.S., London School of Economics and Political Science, 1994; M.A., George Mason University, 1998; Ph.D., 2000.



**Richard Wagner**

*German Writer-in-Residence (Spring 2001)*

**Jessica Wahman**

Visiting Assistant Professor of Philosophy (2001). B.A., Skidmore College, 1990; Ph.D., State University of New York - Stony Brook, 2001.

**Vonn Walter**

*Visiting Assistant Professor of Mathematics (2001)*. B.S., University of Texas at Austin, 1987; Ph.D., University of Illinois at Urbana, 1994.

**Stephen Weinberger**

*Robert Coleman Professor of History (1969)*. B.A., Northeastern University, 1965; M.A., University of Wisconsin, 1966; Ph.D., 1969.

**Karen J. Weinstein**

*Assistant Professor of Anthropology (2001)*. B.A., Washington University, 1991; M.A., University of Illinois at Chicago, 1994; Ph.D., University of Florida, 2001.

**Neil B. Weissman**

*Professor of History, Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College, (1975)*. B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976.

**Candie C. Wilderman**

*Professor of Environmental Science (1974)*. B.S., Tufts University, 1968; M.A., Harvard University, 1969; Ph.D., Johns Hopkins University, 1984. Dickinson Award for Distinguished Teaching, 2001-2002.

**Blake M. Wilson**

*Associate Professor of Music (1993)*. B.A., University of California at Berkeley, 1978; M.M., Indiana University, 1982; Ph.D., 1987.

**Robert P. Winston**

*Professor of English (1979)*. B.A., Bates College, 1972; M.A., University of Wisconsin, 1973; Ph.D., 1979.

**Julie A. Winterich**

*Visiting Assistant Professor of Women's Studies (2002)*. B.A., Miami University, 1987; M.A., University of Texas at Austin, 1996; Ph.D., 2002.

**Amy E. Witter**

*Assistant Professor of Chemistry (1999)*. B.A., Wellesley College, 1987; Ph.D., University of California at Davis, 1996.

**Walter W. Woodward**

*Assistant Professor of History (2002)*. B.A., University of Florida, 1970; M.A., Cleveland State University, 1989.

**Janet Wright**

*Associate Professor of Biology (1987)*. B.S., North Carolina State University, 1970; M.A.T., University of North Carolina, 1974; Ph.D., Cornell University, 1983. *Dickinson Award for Distinguished Teaching, 1996-1997.*

**Todd A. Wronski**

*Professor of Theatre (1987)*. B.A., Gustavus-Adolphus College, 1978; M.F.A., Trinity University, 1981. Ph.D., University of Minnesota, 1997.

**Rae Yang** (On leave 2002-03)

*Associate Professor of Chinese Language and Literature (1990)*. Graduate School, Chinese Academy of Social Sciences, 1981; M.A., University of Massachusetts, 1985; Ph.D., 1991.



**Minglang Zhou**

*Assistant Professor of East Asian Studies (2001)*. B.A., Guangdong University, PR, China, 1978; M.A., Henan University, China, 1986; M.A., Portland State University 1988; Ph.D., Michigan State University, 1993.

**Louis Ziantz**

*Instructor in Computer Science (2000)*. B.S., King's College, 1991. M.S., Rensselaer Polytechnic Institute, 1994.

**Rhenzi Zu**

*Visiting International Scholar, East Asian Studies (Spring 2001)*.

**Charles F. Zwemer**

*Associate Professor of Biology (1995)*. B.A., Hope College, 1987; Ph.D., Indiana University, 1993. *Ganoe Award for Inspirational Teaching, 1999-2000*.

## ACADEMIC PROFESSIONALS

---

The year of the first appointment to the College appears in parentheses at the end of each individual's title(s). Information is correct as of June 1, 2002.

**Sherry Harper-McCombs**

*Resident Designer (1999)*. B.A., Averett College, 1986; M.F.A., Virginia Commonwealth University, 1992.

**James B. Lartin-Drake**

*Technical Director for the Mermaid Players (1974)*. B.A., Dickinson College, 1970.

## LIBRARY RESOURCES

---

**Julie Bockenstedt**

*Assistant Director of the Waidner-Spahr Library(1997)*. B.A., Grinnell College, 1991; M.A., University of Iowa, 1993.

**James W. Gerencser**

*Archives/Special Collections Librarian (1998)*. B.A., Dickinson College, 1993; M.L.S., University of Pittsburgh, 1995; M.A., Shippensburg University, 1997.

**J. Steven McKinzie**

*Librarian (1988)*. B.A., East Texas State University, 1975; M.A., East Carolina University, 1982; M.L.S., Vanderbilt University, 1988.

**Kirk Moll**

*Librarian (1996)*. B.A., Cook College, Rutgers University, 1978; M.Div., New Brunswick Theological Seminary, 1982; M.S., Columbia University, 1988.

**Sue K. Norman** (On leave Spring 2002)

*Librarian (1980)*. B.A., State University of New York at Albany, 1967; M.A., 1968; M.A., University of Iowa, 1980.

**Yongyi Song**

*Librarian (1997)*. M.A., University of Colorado, 1992; M.L.S., Indiana University, 1995.

**John C. Stachacz** (On leave Spring 2003)

*Assistant Director of the Waidner-Spahr Library (1981)*. B.A., University of New Mexico, 1975; M.A., University of Kentucky, 1977; M.S. in L.S., 1978.



PHYSICAL EDUCATION

---

**Darwin P. Breaux**

*Physical Educator (1989)*. B.S., West Chester University, 1977; M.Ed., 1979.

**Brenda T. Clements**

*Physical Educator (1999)*. B.A., Lynchburg College, 1971; M.Ed., 1985.

**Michelle L. Copley**

*Physical Educator (1999)*. B.A., Ohio Wesleyan University, 1992; M.S., Akron University, 1995.

**Tennille Foster**

*Physical Educator, Coach*

**David N. Frohman** (On partial leave 2002-03)

*Physical Educator (1989)*. B.A., Indiana University, 1972; M.Ed., Xavier University, 1974.

**Alison Marie Gardiner**

*Physical Educator, Athletic Trainer (2002)*. B.S., Salisbury University, 2000.

**John Griffin**

*Physical Educator, Coach*

**John W. Hartpence**

*Physical Educator (2000)*. B.S., Cortland College, 1992; M.S., University of Montana, 1996.

**Scott McGilvray**

*Physical Educator, Assistant Lacrosse Coach*

**Donald J. Nichter**

*Physical Educator (1983)*. B.A., Ithaca College, 1979; M.A., Pennsylvania State University, 1983.  
Dickinson Academic Professional Award, 2001-2002.

**Joel M. Quattrone**

*Physical Educator (1987)*. B.S., Canisius College, 1982; M.S., 1984.

**Paul L. Richards** (on leave Summer 2002)

*Physical Educator (1994)*. B.S., Bloomsburg University, 1975; M.S., Indiana University of Pennsylvania, 1990.

**Matthew Richwine**

*Physical Educator (2001)*. B.A., Shippensburg University, 1999.

**Alison H. Risser**

*Physical Educator (1999)*. B.S., Ohio University, 1994; M.Ed., Frostburg State University, 1997.

**Kristin S. Senecal** (On leave Fall 2002-03)

*Assistant Director of the Waidner-Spahr Library (1988)*. B.A., University of Delaware, 1976; M.S.L.S., University of North Carolina at Chapel Hill, 1977; M.A., Shippensburg University, 1990.

**Robert H. Shank** (On leave 2002-03)

*Physical Educator (1980)*. B.S., Millersville State College, 1970; M.Ed., University of Virginia, 1979; Ed.D., 1988.

**Devonna D. Williams**

*Physical Educator (1999)*. B.S., Emmanuel College, 1992; M.A., Springfield College, 1996.



# ADMINISTRATORS

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## OFFICE OF THE PRESIDENT

---

**William G. Durden**

*President of the College, Lemuel T. Appold Foundation Chair, Professor of German and of Education (1999).* B.A., Dickinson College, 1971; M.A., Johns Hopkins University, 1974; Ph.D., 1977.

**Neil B. Weissman**

*Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of History (1975).* B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976.

**Annette Smith Parker**

*Vice President and Treasurer* B.A., Dickinson College, 1973; M.B.A., Shippensburg University, 1987.

**Nickolas G. Stamos**

*Vice President for Campus Operations (1977;1987).* A.A., Harrisburg Area Community College, 1971; B.S., York College of Pennsylvania, 1974.

**Robert J. Massa**

*Vice President for Enrollment, Student Life and College Relations; Professor of Education (1999).* B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**Jennifer M. Barendse**

*Vice President for Development (2000).* B.A., Allegheny College, 1988; M.N.O., Case Western Reserve University, 1993.

**R. Russell Shunk**

*Associate Vice President for College and Community Development (1976).* B.A., Lafayette College, 1965; M.A., Lehigh University, 1966.

**Dana E. Scaduto**

*General Counsel (2002).* B.A., Purdue University, 1980; J.D., Indiana University School of Law, 1984.

**Ann Dykstra**

*Executive Assistant to the President and Secretary of the College (2001).* B.A., Lawrence University, 1974; M.A., University of Utah, 1979; Ph.D., University of Pittsburgh, 1988.

## DIVISION OF ACADEMIC AFFAIRS

---

**Neil B. Weissman**

*Provost and Dean of the College, Russell I. Thompson Chair of the Dean of the College, Professor of History (1975).* B.A., Colgate University, 1970; M.A., Princeton University, 1972; Ph.D., 1976.

## ASSOCIATE DEANS

**Susan F. Nichols**

*Associate Dean of the College, Part-time Associate Professor of Art (1977).* B.A., University of Iowa, 1960; M.A., 1967.

**JoAnne Brown**

*Associate Dean of the College, Part-time Associate Professor of History (1999).* B.A., Yale University, 1976; M.A. in History, University of Wisconsin at Madison, 1980; M.A. in Educational Policy, 1981; Ph.D., 1985.

**Walter Chromiak**

*Associate Dean of the College; Associate Professor of Psychology (1979).* B.A., Temple University, 1974; Ph.D., 1979.



## DIRECTORY

### Brian J. Whalen

*Associate Dean and Director of Global Education (1999)*. B.A., Marist College, 1981; M.A., University of Dallas, 1985; Ph.D., 1988.

### Robert Renaud

*Director of the Waidner-Spahr Library and Associate Dean of the College (2001)*. B.A., Vassar College, 1976; M.L.S., University of Toronto, 1980.

### Christina P. VanBuskirk

*Associate Vice President for Development and Associate Dean for Academic Resources (1991)*. B.A., Bucknell University, 1970; M.A., 1978.

## REGISTRAR

### Brenda K. Bretz

*Registrar* B.A., Dickinson College, 1995; M.A., The Pennsylvania State University, 2002.

## INFORMATION TECHNOLOGY

### Paul M. Levit

*Executive Director of Information Technology (1999)*. B.A., Dickinson College, 1971; M.B.A., George Washington University, 1977.

### Robert Cavenagh

*Director of Instructional Technology; Associate Professor of Art and Education (1972)*. B.A., Princeton University, 1965; M.Ed., University of Virginia, 1970; Ph.D., Indiana University, 1988.

### John R. Luthy

*Associate Director of Administrative Technology Services (1981)*. B.A., Dickinson College, 1974.

### Donald B. Newcomer

*Associate Director of System and Network Services (1982)*. B.S., Lebanon Valley College, 1979.

### Patricia A. Pehlman

*Associate Director of Desktop Computing Services (1997)*. B.S., State University of New York at Geneseo, 1980; M.S., Mississippi State University, 1985.

## ACADEMIC RESOURCES

### Lauren S. Imgrund

*Director of the Alliance for Aquatic Resource Monitoring (ALLARM) (1996)*. B.S., Juniata College, 1989.

### Leslie J. Poolman

*Director of Athletics; Chair of Physical Education (1988)*. B.Ed., Keele University, 1974; M.S., West Virginia University, 1977; Ed.D., 1979.

### Douglas T. Stuart

*Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues; J. William Stuart and Helen D. Stuart Chair in International Studies, Business and Management; Adjunct Professor, U.S. Army War College; Professor of Political Science and International Studies (1986)*. B.A., Marist College, 1970; M.A., University of Southern California, 1974; Ph.D., 1979. *Ganoe Award for Inspirational Teaching, 1990-1991; Dickinson Award for Distinguished Teaching, 1995-1996.*

### Michele K. Hassinger

*Associate Director of the Clarke Center for the Interdisciplinary Study of Contemporary Issues (1994)*. B.A., Dickinson College, 1980; M.B.A., Shippensburg University, 1988.



**Philip J. Earenfight**

*Director of the Trout Gallery, Associate Professor of Art and Art History (2002).* B.A., University of Washington, 1985; M.A., Rutgers University, 1990; Ph.D., 1999.

**Judy A. Gill**

*Director of the Writing Center; Instructor in English (1984).* B.A., University of Arizona, 1965; M.A., Cornell University, 1969.

**DIVISION OF ENROLLMENT, STUDENT LIFE AND COLLEGE RELATIONS**

---

**Robert J. Massa**

*Vice President for Enrollment, Student Life and College Relations; Professor of Education (1999).* B.A., University of Rochester, 1973; M.Ed., 1974; M.A., Columbia University, 1975; Ed.D., 1980.

**ENROLLMENT**

**Christopher S. Allen**

*Director of Admissions (1999).* B.A., Johns Hopkins University, 1990; M.S., 1997.

**Catherine M. Davenport**

*Executive Associate Director of Admissions (1987; 1992).* B.A., Dickinson College, 1987; M.S., University of Pennsylvania, 1991.

**Leslie J. Poolman**

*Director of Athletics; Chair of Physical Education (1988).* B.Ed., Keele University, 1974; M.S., West Virginia University, 1977; Ed.D., 1979.

**Julie Ramsey-Emrhein**

*Senior Women's Athletic Administrator; Athletic Trainer (1986).* B.S., Lock Haven University, 1983; M.Ed., University of Virginia, 1984.

**Charles McGuire**

*Director of Sports Information (1999).* B.S., University of New York at Cortland, 1991; B.S.E., 1993.

**Katharine S. Brooks**

*Director of Career Development and Advising, Part-time Associate Professor of International Business and Management (1984).* B.A., Gettysburg College, 1976; M.S., West Virginia University, 1979; Ed.D., 1989.

**Judith B. Carter**

*Director of Financial Aid (1998).* B.A., Susquehanna University, 1966.

**Richard A. Heckman**

*Senior Associate Director of Financial Aid (1986).* B.A., Thiel College, 1975; M.A., West Virginia College of Graduate Studies, 1979.

**Patricia B. Murphy**

*Director of Institutional Research (1998).* B.A., Wellesley College, 1985; M.A., Boston College, 1992.

**Diane Fleming**

*Director of Summer Programs (2000).* B.S., Johns Hopkins University; M.S., 1998.

**STUDENT LIFE**

**Joyce A. Bylander**

*Dean of Students (1998).* B.A., Cleveland State University, 1974; M.P.A., University of South Carolina, 1998.

**Davis C. Tracy**

*Director of Counseling and Disability Services, Assistant Professor of Psychology (1982).* B.A., Lehigh University, 1970; M.A., University of Connecticut, 1974; Ph.D., University of Tennessee, 1981.



**Keith E. Jervis**

*Coordinator, Services for Students with Disabilities (1997)*. B.A., Hartwick College, 1973; M.Ed., Pennsylvania State University, 1984.

**Mary F. Arthur**

*Director of Health Services (1982)*. R.N., Norwalk Hospital School of Nursing, 1970; B.S., Nurse Practitioner Certificate, George Washington University, 1978; M.P.A., Pennsylvania State University, 1995.

**Jason Feiner**

*Director of Fraternities and Assistant Director of Student Activities (2002)*.

**Joshua Eisenberg**

*Director of Fraternities and Assistant Director of Student Activities (1999-2002)*. B.A., Franklin and Marshall College, 1996; M.A., Ohio State University, 1999.

**Amy Hood Savitt**

*Director of Sororities and Assistant Director of Student Activities (1999)*. B.A., Dickinson College, 1997; M.A., Indiana University of Pennsylvania, 1999.

**Jill Emerson**

*Director of First Year Programs and Assistant Director of Residential Life (2000)*. B.A., George Mason University, 1995; M.A., Virginia Commonwealth University, 2000.

**John Miyahara**

*Director of Religious Life & Community Services (2001)*.

**Michael Malone**

*Director of Residential Life (2000)*. B.A., Davis & Elkins College, 1989; M.A., University of Illinois, 1991.

**Rebecca Hammell**

*Director of Student Activities (2000)*. B.A., Valdosta State College, 1981; M.A., University of Delaware, 1986.

**Charlette M. Harrison**

*Director of Diversity & Social Justice (1996)*. B.A., Millersville University, 1989; M.S., 1992.

**Norm Jones**

*Director of Student Development and Discipline System Administrator (2002)*.

COLLEGE RELATIONS

**Karen N. Faryniak**

*Executive Director of College Relations (1986)*. B.A., Dickinson College, 1986.

**Tamara M. Brush-Campbell**

*Director of Alumni & Parent Programs (1996)*. B.A., Wake Forest University, 1994.

**Sherri L. Kimmel**

*Senior Editor (1999)*. B.S., Bowling Green State University, 1980; M.A., 1981.

**Lorna G. Shurkin**

*Director of Media Relations (1999)*. B.A., Brooklyn College, 1964.

**Kimberley Nichols**

*Director of Publications (1998)*. B.A., Mary Washington College, 1975.

**Paul F. Dempsey**

*Web Manager (1999)*. B.A., George Washington University, 1980; M.A., Shippensburg University, 1991.



## DEVELOPMENT

---

**Jennifer M. Barendse**

*Vice President for Development (2000).* B.A., Allegheny College, 1988; M.N.O., Case Western Reserve University, 1993.

**Christina P. VanBuskirk**

*Associate Vice President for Development and Associate Dean for Academic Resources (1991).* B.A., Bucknell University, 1970; M.A., 1978.

**Carolyn E. Griffin Yeager**

*Director of Leadership Giving (1997).* B.A., Sweet Briar College, 1992.

**Kathleen S. Marcello**

*Director of Annual Giving (2000).* B.A., Dickinson College, 1980.

**Glen L. Peterman**

*Director of Corporate and Foundation Relations (1998).* B.A., Hope College, 1978; M.A., Drew University, 1983; M.A., University of Arizona, 1992.

**Janice C. Middleton**

*Director of Development Research and Administrative Services (1992).*

## FINANCIAL AFFAIRS

---

**Annette Smith Parker**

*Vice President and Treasurer* B.A., Dickinson College, 1973; M.B.A., Shippensburg University, 1987.

**Stephen D. Barley**

*Associate Vice President of Human Resource Services and New Business Ventures (1995).* B.A., Gettysburg College, 1991.

**David S. Walker**

*Associate Vice President/Comptroller (1999).* B.A., Franklin and Marshall College, 1989.

**Joanne L. Gingrich**

*Assistant Treasurer (1992).* B.A., Wittenberg University, 1975.

**Thomas B. Meyer**

*Assistant Treasurer (1986).* B.S., Susquehanna University, 1968.

**L. Jill Hans**

*Director of Planning and Budget (2000).* B.A. Pennsylvania State University, 1992; M.B.A., Mount St. Mary's College, 2000.

## CAMPUS OPERATIONS

---

**Nickolas G. Stamos**

*Vice President for Campus Operations (1977;1987).* A.A., Harrisburg Area Community College, 1971; B.S., York College of Pennsylvania, 1974.

**Kenneth E. Shultes**

*Director of the Physical Plant (1995).* B.A., Dickinson College, 1989.



## DIRECTORY

### **Paul R. Darlington**

*Director of Public Safety (1999).* A.A.S., Youngstown State University, 1980; B.S., 1984; M.Ed., Westminster College, 1994.

### **Dorothy M. Warner**

*Director of Event Planning and the HUB (1976).*

### **Michael S. Helm**

*Director of Purchasing and Auxiliary Services (1984).* B.S., Shippensburg University, 1975.

### **Keith L. Martin**

*Director of Dining Services (1987).*

### **David A. Nelson**

*Director of the College Bookstore (1990).* A.A., Keystone College, 1979; B.A., Allentown College, 1983.

### **Alison W. Walters**

*Director of the Sylvan Learning Center at Dickinson (2000).* B.A., Gettysburg College, 1991; M.Ed., Boston University, 1995; M.B.A., Georgia State University, 1999.

### **June A. Blades**

*Director of the Dickinson College Children's Center (1999).* B.S., Shippensburg University, 1990; M.Ed., 1995.



## AWARDS TO MEMBERS OF THE FACULTY

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### THE DICKINSON AWARD FOR DISTINGUISHED TEACHING

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The Dickinson Award for Distinguished Teaching was instituted in 1993-94 to replace the Christian R. and Mary F. Lindback Foundation Award which had been given every year since 1960. The award winner receives a cash honorarium as well as a citation prepared and read by the dean of the College at the last faculty meeting of the year. It is the highest honor the College bestows on a member of the faculty for excellence in teaching. The recipient is selected by the president from a list of nominees provided by former recipients. Previous winners of this award (and the Lindback) are so identified in the faculty section of the directory in this bulletin.

### THE GANOE AWARD FOR INSPIRATIONAL TEACHING

---

The Constance and Rose Ganoë Memorial Fund established in 1969 through a bequest of the late William A. Ganoë of the Class of 1902 provides that an award be given annually to a professor at the College selected by the members of the senior class immediately prior to their graduation through a secret balloting process.

The award winner receives a cash honorarium plus the opportunity to use funds accumulating as a result of the endowment to purchase books for the library or educational equipment for departmental or college-wide purposes.

Previous winners of the Ganoë Award for Inspirational Teaching are so identified in the faculty section of the directory in this bulletin.

### THE DICKINSON ACADEMIC PROFESSIONAL AWARD

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The Distinguished Academic Professional Award was established in 1991. The award winner receives a cash honorarium as well as a citation prepared and read by the dean of the College at the last faculty meeting of the year. This award is given biennially as the highest honor bestowed on an Academic Professional by his or her peers. Previous winners of this award are so identified in the Academic Professional section of the directory in this bulletin.

### ENDOWED AND NAMED CHAIRS

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The College has a number of endowed and named chairs. The holders of these chairs are elected by the Board of Trustees, and the chairs which they hold are indicated in the faculty list. The endowed chairs are as follows:

**The Lemuel T. Appold Foundation**, endowing the chair of the president of the College, was established by the Board of Trustees from a part of a bequest of Lemuel T. Appold of Baltimore, Maryland, of the Class of 1882 and a generous benefactor of the College.

**The Robert Coleman Chair of History** The bequest of Robert Coleman, Esq., of Lancaster, Pennsylvania, was designated by the Board of Trustees in 1827 for the endowment of a professorship, making this one of the oldest American professorships.

**The Asbury J. Clarke Chair of Latin** was established in 1918 by the gift of the widow of Asbury J. Clarke, of the Class of 1863.

**The Martha Porter Sellers Chair of Rhetoric and the English Language** is an endowed professorship established in 1936 by a gift of her son, Prof. Montgomery Porter Sellers, of the Class of 1893.

**The Boyd Lee Spahr Chair of American History** was endowed in 1948 by the gift of Boyd Lee Spahr, of the Class of 1900.



The **Alfred Victor duPont Chair of Chemistry**, named for Alfred Victor duPont, a student at the College, 1814-16, was established in 1950 by the gift of his grandson, the late Irene duPont, of Wilmington, Delaware.

The **Thomas Bowman Chair of Religion and Philosophy** was endowed in 1949 by the gift of the Kresge Foundation (Sebastian S. Kresge, L.H.D., Founder), and named for Thomas Bowman of the Class of 1837, the first graduate of Dickinson College to be elected a Bishop of the Methodist Episcopal Church.

The **Joseph Priestley Chair of Natural Philosophy** was established in 1959 by the gifts of William H. Baker and S. Walter Stauffer in memory of Salome Baker Stauffer.

The **William W. Edel Chair in the Humanities** was endowed in 1959 by the gift of Merle W. Allen, a College trustee, and his wife, Elizabeth Frederick Allen, "in recognition and commemoration of Dr. Edel's outstanding leadership as president of the College from 1946-1959."

The **James Hope Caldwell Memorial Chair** was endowed in 1966 by the bequest of Mr. and Mrs. James Hope Caldwell.

The **Russell I. Thompson Chair of the Dean of the College** was established in 1967 by the gift of Ethel Wright Thompson.

The **Charles A. Dana Professorship Program** was established in 1968 by a matching grant of \$250,000 from the Charles A. Dana Foundation. The income from this fund is to be used annually to provide additional salary and resources for four Dana Professors.

The **George W. Pedlow, Class of 1901, Chair of Education** was established in 1972 in memory of their father by C. Wesley Pedlow, Jr., of the Class of 1934; Elizabeth Pedlow Maginnis, of the Class of 1929; and John Watson Pedlow, of the Class of 1929.

The **Glenn E. and Mary L. Todd Chair** was established in 1973 by the bequests of Glenn E. Todd, Class of 1912, and Mary Line Todd, Class of 1923.

The **John B. Parsons Chair in Liberal Arts and Sciences** was established in 1976 by a gift from the estate of Mrs. Katharine F. Parsons.

The **Theodore & Catherine Mathias Chair in Mathematics, Computer Science and Quantitative Studies**, was endowed in 1991 by R. Lee Holz, Class of 1957.

The **A. Lee Fritschler Chair of Public Policy** was established in recognition of President Fritschler's 12 years of service as chief administrator and teacher at the College. The endowment was made possible through the generosity of members of the Board of Trustees and friends of the College.

The **J. William Stuart '32 and Helen D. Stuart '32 Endowed Chair in International Studies, Business and Management** was established in 2000. This Chair is awarded to a distinguished member of the Dickinson faculty who teaches in the College's International Business and Management (IB&M) program.

The **Christopher Roberts Professorship in Archaeology** was established in 2000 through the generosity of the John J. Roberts Family and named in honor of Mr. Christopher Roberts, Class of 1975. This endowed professorship will support the interdisciplinary major in archaeology and link Classical Studies, Anthropology, Art & Art History and other departments which offer a range of courses relating to the ancient world.

The **John R. Stafford '59 and Inge Paul Stafford '58 Chair in Bioinformatics**, endowed in 2001, is awarded to a distinguished member of the Dickinson faculty who teaches in the College's Biochemistry and Molecular Biology program—an interdisciplinary program designed to reflect and respond to rapid advances in science and technology.



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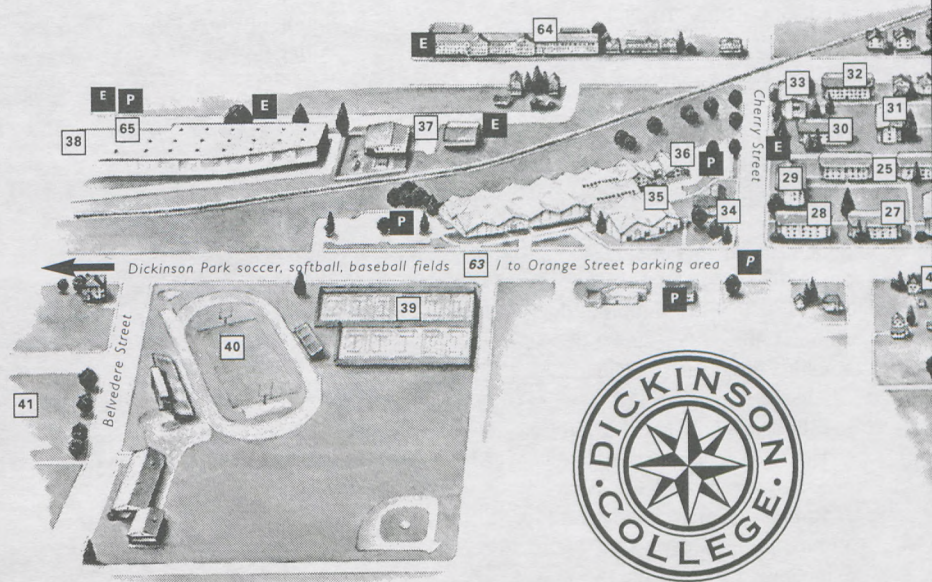
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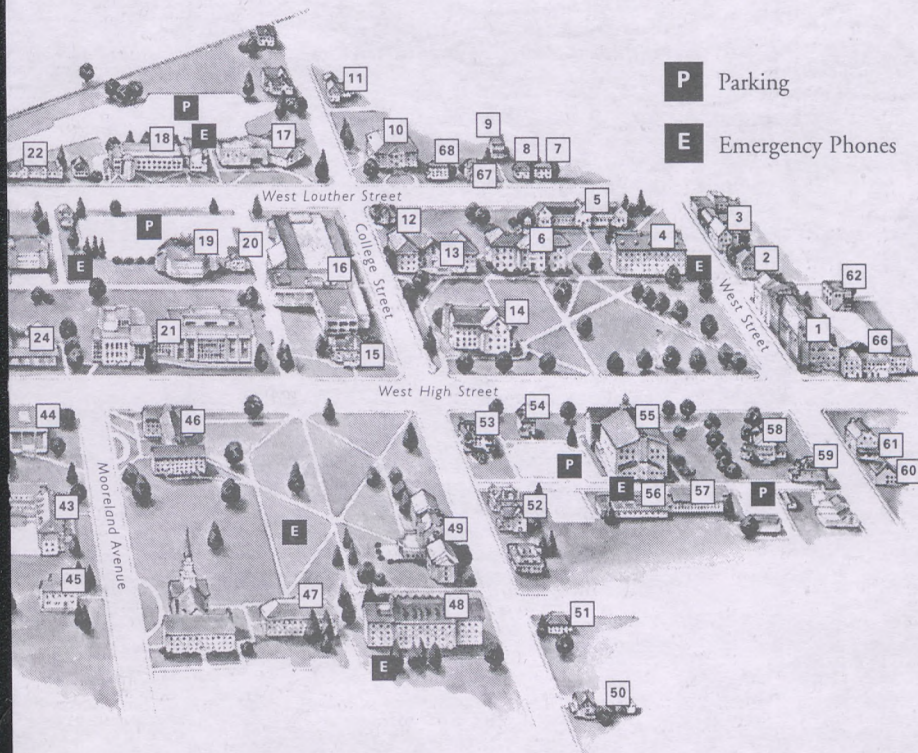
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1. Denny Hall / Social Sciences
2. Stuart House
3. Rand House / Human Resource Services
4. East College / Humanities
5. The Marc & Eva Stern Foundation Center for Global Education / East Asian Studies, International Business & Management, International Studies
6. Old West / Administration
7. Special Interest Housing
8. Cook House / Community Studies Center
9. Hartman Guest House
10. Dana Hall / Biology
11. Women's Center
12. The Quarry / Student Social Space
13. Althouse Hall / Chemistry
14. Bosler Hall / Foreign Languages
15. Biddle House / Clarke Center,
16. Holland Union Building / Mathers Theatre
17. Benjamin D. James Center / Environmental Studies, Geology, Psychology
18. Tome Scientific Building / Astronomy, Computer Science, Mathematics, Physics
19. Anita Tuvlin Schlechter Auditorium (ATS)
20. Montgomery Hall / Theatre and Dance
21. Waidner-Spahr Library
22. Townhouse Residences
23. Kisner-Woodward Hall
24. McKenney Suites
25. Baird-McClintock Hall
26. Cooper Hall
27. Buchanan Hall
28. Conway Hall
29. Longsdorff Hall
30. Atwater Hall
31. Davidson Hall
32. Wilson Hall
33. Armstrong Hall
34. The Depot
35. Kline Athletic Center
36. Health and Counseling Services
37. Dickinson College Children's Center
38. Physical Plant Department / Receiving





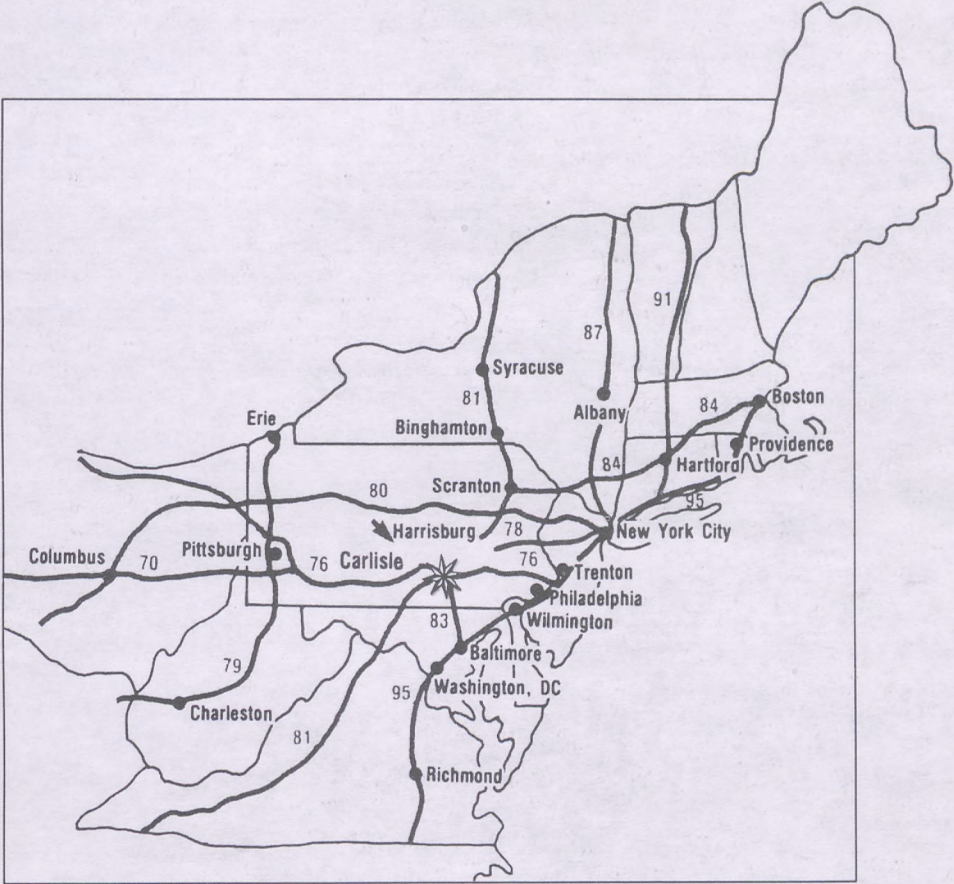
39. Hays Tennis Courts
40. Herman Bosler Biddle Athletic Fields
41. Athletic Field
42. ROTC Building
43. 50 Mooreland / Development,  
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Career Center
44. Malcolm Hall
45. Matthews House
46. Morgan Hall
47. Witwer Hall
48. Adams Hall
49. Drayer Hall
50. Strayer House
51. Landis House / Economics
52. Todd House
53. Waidner Admissions House
54. Milton B. Asbell Center for Jewish Life
55. Emil R. Weiss Center for the Arts /  
Rubendall Recital Hall,  
The Trout Gallery
56. South College Annex / Financial Aid
57. South College / Computer Technologies  
Services
58. President's House
59. Reed Hall
60. Kade House
61. Sabbatical Offices
62. Public Safety
63. Dickinson Park Intramural Fields
64. Goodyear / Arts Studios, Student  
Apartments
65. Central Pennsylvania Youth Ballet,
66. Scott Student Apartments
67. Education Department
68. Vincett Guest House





# HOW TO GET TO DICKINSON

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# ACADEMIC CALENDAR 2002-2004

FALL SEMESTER	2002	2003
New Student Orientation begins	Thursday, August 29	Thursday,, August 28
Freshman Seminars Begin	Friday, August 30	Friday, August 29
Registration Check-In	Saturday, August 31	Saturday, August 30
Registration Check-In	Sunday, September 1	Sunday, August 31
Classes Begin	Monday, September 2	Monday, September 1
Last Day to Add/Drop or change to/from Pass/Fail	Friday, September 6	Friday, September 5
Last Day to change in Level for Language, Math, & Science Courses	Wednesday, October 2	Friday, October 3
Roll Call Grades Due	By noon, Thurs, Oct 17	By noon, Mon, Oct 20
Mid-Term Pause	5 p.m., Friday, Oct 18 thru 8 a.m. Wednesday, Oct 23	5 p.m., Friday, Oct 10 thru 8 a.m., Wednesday, Oct 15
Registration for the Spring Semester	9 a.m., Monday, Oct 28 thru 4 p.m., Wednesday, Oct 30	9 a.m., Monday, Oct 27 thru 4 p.m., Wednesday, Oct 29
Last Day to Withdraw from a Course with a "W" Grade	Monday, November 4	Monday, November 3
Thanksgiving Vacation	5 p.m., Tuesday, Nov 26 thru 8 a.m. Monday, Dec 2	5 p.m. Tuesday, Nov 25 thru 8 a.m. Monday, Dec 1
Classes End	Friday, December 13	Friday, December 12
Reading Period Days	December 14, 15, 18	December 13, 14, 18
Final Exam Days	Dec 16, 17, 19, 20, 21 & 22	Dec 15, 16, 17, 19, 20 & 21
All Grades Due	By noon, Friday, Jan 3	By noon, Wednesday, Jan 5
SPRING SEMESTER	2003	2004
New Student Orientation Begins	Sunday, January 19	Sunday, January 25
Registration Check-In	Saturday, January 18	Saturday, January 24
Registration Check-In	Sunday, January 19	Sunday, January 25
Classes Begin	Monday, January 20	Monday, January 26
Last Day to Add/Drop or change to/from Pass/Fail	Friday, January 24	Friday, January 30
Last Day to change in Level for Language, Math, & Science Courses	Friday, February 21	Friday, February 27
Roll Call Grades Due	By noon, Thursday, March 6	By noon, Thursday, March 11
Spring Vacation	5 p.m., Fri, March 14 thru 8 a.m., Mon, March 24	5 p.m., Fri, March 15 thru 8 a.m., Mon, March 22
Registration for the Fall Semester	9 a.m., Mon, March 31 thru 4 p.m., Wed, April 2	9 a.m., Mon, March 29 4 p.m., Wed, March 31
Last Day to Withdraw from a Course with a "W" Grade	Thursday, March 27	Thursday, April 1
Classes End	Friday, May 2	Friday, May 7
Reading Period Days	May 3, 4, 7, 10, 11	May 8, 9, 12, 15 & 16
Final Exam Days	May 5, 6, 8, 9, 12, 13	May 10, 11, 13, 14, 17 & 18
Senior Grades Due	By noon, Wed, May 14	By noon, Wed, May 19
Baccalaureate	Saturday, May 17	Saturday, May 22
Commencement	Sunday, May 18	Sunday, May 23
All other Grades Due	By noon, Wed, May 21	By noon, Wed, May 26



Dickinson College  
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17013-2896